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ABSTRACT

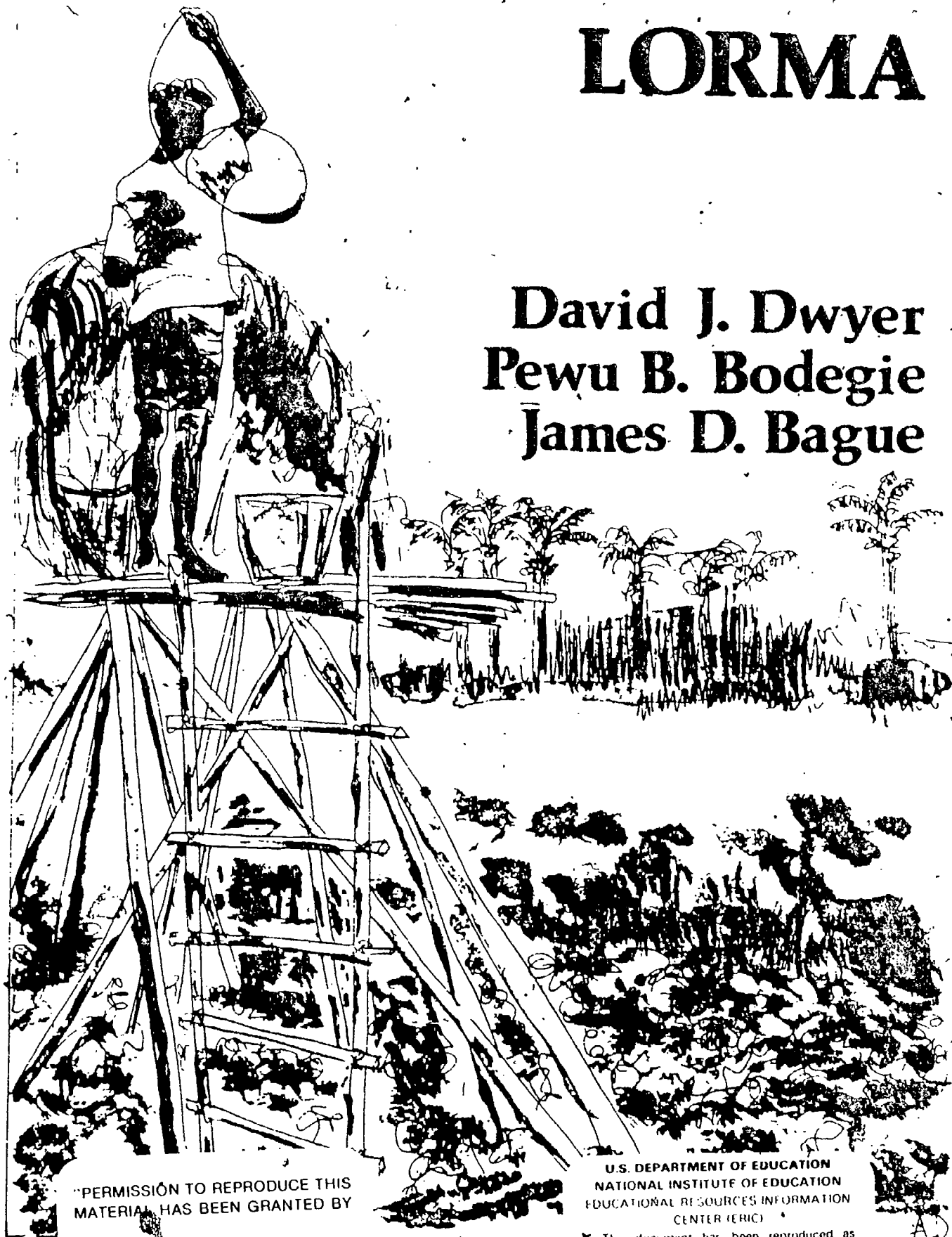
A combined teacher's manual and learner's manual for the Lorma language of Liberia presents materials for about 300 hours of study and is the equivalent of a first-year college language course. The basic text introduces all of the syntactic constructions of Lorma that learners are likely to encounter in the language, and introduces 1,000 vocabulary items in the most common usage. Each of the lessons has four sections: texts, grammar exercises and cultural information, suggestions for independent study, and vocabulary. The text section includes monologues and dialogues, with word-by-word breakdowns of each sentence. Receptive skills (listening and reading) are emphasized. The section on grammar and culture gives explanations of Lorma linguistic forms and cultural facts. The independent study suggestions are directed to learners living in a Lorma speaking area, and take the learning situation out of the classroom into the community. The vocabulary section contains words pertaining to the lesson topic. Notes on supplementary materials and Lorma dialects are included, and a reference section on Lorma phonetics, grammar, lexicon, and learning materials is appended. (MSE)

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A Learner Directed Approach to **LORMA**

David J. Dwyer
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A Learner Directed Approach to

LORMA

A HANDBOOK ON COMMUNICATION AND CULTURE

WITH DIALOGS, TEXTS, CULTURAL NOTES,

EXERCISES, DRILLS AND INSTRUCTIONS

by

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Prepared for the United States Peace Corps

at the

AFRICAN STUDIES CENTER

of

MICHIGAN STATE UNIVERSITY

1981

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INTRODUCTION

1. HOW TO USE THIS BOOK.

This book is designed as a combined teacher's and learner's manual and as such can be used either in a classroom or self-study situation. In addition to the detailed instructions for the learning of the information presented in each lesson, there is a companion volume designed specifically for learners entitled: Lorma: A Reference Handbook of Phonetics, Grammar, Lexicon and Learning Material at the end of this book. This section contains chapters dealing with the nature of these languages; their history, their special phonetic properties and how to study them as well as a chapter on how to study languages. It is recommended that this section be referred to periodically for inspiration on new ways to use the lesson materials.

2. THE GOAL OF THE BOOK.

The material presented in this book represents about 300 hours of study and is the equivalent of a first year college language course. This basic text introduces all of the syntactic constructions of Lorma that learners are likely to encounter in their study of the language. In addition, the text introduces around 1,000 vocabulary items representing the most common usage. When properly used, this text should provide learners not only with a Foreign Service Institute speaking proficiency of S-2 but a basic knowledge of the language which can be enhanced and lead to higher levels of proficiency by the addition of a larger vocabulary and greater experience.

3. THE ORGANIZATION OF THE LESSONS.

Each lesson has been divided into four sections (1) texts, (2) grammar exercises and cultural information, (3) suggestions for self study and (4) vocabulary.

3.1 Texts: This section contains both monologs and dialogs along with a subsection giving a word-by-word breakdown of each sentence enabling the learner to comprehend the structure and meaning of each sentence in the text.

The text section is much larger than is typical for African language textbooks, (but comparable for European language textbooks) representing our emphasis on the importance of the learning of the receptive skills of listening (and reading). In the beginning lessons, detailed instructions have been given explaining how these texts are to be used.

Cultural Information: The monologs serve several purposes, one is to develop receptive skills, another is to increase vocabulary, and a third is to acquire information about the society in which Lorma is spoken. The texts presented in this book cover a wide range of cultural information from health care and housebuilding to transportation and questions Lorma people are likely to ask about the western world. In addition to providing cultural information, these monologs and dialogs are also geared toward providing specific FSI level one and two skills. (For more information on FSI skills see the above-mentioned companion volume.

3.2 Grammar, exercises, and cultural notes: In this section, explanations of both Lorma linguistic and cultural items are given. The grammatical explanations are technical, but put in terms that an intelligent learner will understand. Where relevant, this Lorma is compared with English, the learners native language, to make explicit the nature of the linguistic differences. In this book, all of the major syntactical constructions of Lorma are introduced. Also in this section specific word usages appear which are likely to be problematic for learners with an English language background. The grammatical explanations are followed by a set of drills designed to familiarize the learner with the grammatical concept. In an effort to make the exercises more meaningful, a large number of picture blocks have been included. These picture blocks (often depicting a story) can be used not only with the immediate drill, but with others as well.

Supplemental Vocabulary: The later lessons also contain related vocabulary lists. These lists consist of a set of words which pertain to a specific theme such as occupations, mental acts, feelings, occupations, adjectives, time, etc.

Cultural Notes: As mentioned above, a great deal of cultural information has been included in the monologs (text section). In addition to this information, explanatory notes are offered which pertain to the texts or other aspects of Lorma culture which were not dealt with directly in the text.

3.3 Suggestions for Learner Initiated Study: This section is specifically designed for the learner who is actually living in a Lorma speaking area. It contains instructions and suggestions for how the learner can carry the learning situation out of the classroom and into the community. In addition, other non-classroom type activities, homework, written exercises and vocabulary development have been provided.

4. SUPPLEMENTAL MATERIALS

An experienced language teacher is rarely satisfied with any language textbook, even if he/she happened to author it. Usually a teacher will augment a primary text with supplemental material drawn from other textbooks depending on the personal preferences of the teacher and learner needs.

This being true, it is clear that the learner ought to be aware of other material that is available for the study of Lorma.

Most importantly is a book entitled "Short Lorma" by Margaret Miller. This book contains numerous useful words and phrases presented in a logical progression and as such is ideally suited to augment this book almost lesson by lesson. Of almost equal importance is the Lorma Weekly Paper, (Lorma Dowa Woloi) also published by the Lorma Literacy Bureau, Methodist Mission, Woozi, Liberia. Serious Lorma learners should subscribe to this paper.

Of less value are Sadler's Untangled Lorma and the Peace Corps Basic Lorma. Our objection to the former is the lack of texts, dialogs for the learner to study. In fact, most of their examples given in what we might term a "reference grammar" are often partials taken from sentences to serve as examples for a specific point. We criticize the latter for different reasons. While it has complete sentences it does not provide extensive dialogs in texts. Most of what the book contains

are extensive listings of drills. So extensive in fact that the book does not proceed rapidly and does not in our opinion represent a complete first year course. Nevertheless the book is useful as a source for additional drills and suggestions about how to study Lorma.

5. DIALECTS

Lorma has several dialects. As any Lorma speaker will tell you, the Lorma spoken in Voinjama is different from the Lorma of Woozi and again from that of Zorzor. This book was written (as requested) using the Zorzor variety of Lorma. The Zorzor variety being near the Kpelle border shares a number of features in common with Kpelle (word choices for example) and by being situated in a commercial center Zorzor Lorma has been influenced by English. Therefore learners using this book in other areas may find occasional differences, in word choices, pronunciation (note the lack of a clear β ~ v contrast), and syntax.

When such differences are encountered, the learner should follow the preferences of the tutor and make the recommended changes in the book. This approach will develop confidence in your tutor and help insure your learning a variety of Lorma that people use in your area.

6. ACKNOWLEDGEMENTS

It would be impossible for us to acknowledge the various individuals who helped to make this project possible. Specifically are the co-authors James Bague and Pewu B. Bodegie who contributed much of their spare time during the months of June, July, and August of 1980. I should also mention the assistance given by Sumoyea Guluma and Rufus Kerkula who also provided valuable insights about the Lorma language and Liberian life in general. There were also many others too numerous to mention such as Father Korva and Mayor Gubi who also provided insight about Lorma society, not to mention warmth and hospitality so typical for the Liberian way of life. In addition to Liberians, there were other Peace Corps volunteers, especially, but not only, Richard Boesch who not only provided information about what kinds of materials Peace Corps volunteers needed but who made our stay pleasant and enjoyable. There are of course many who remain unmentioned but not unappreciated.

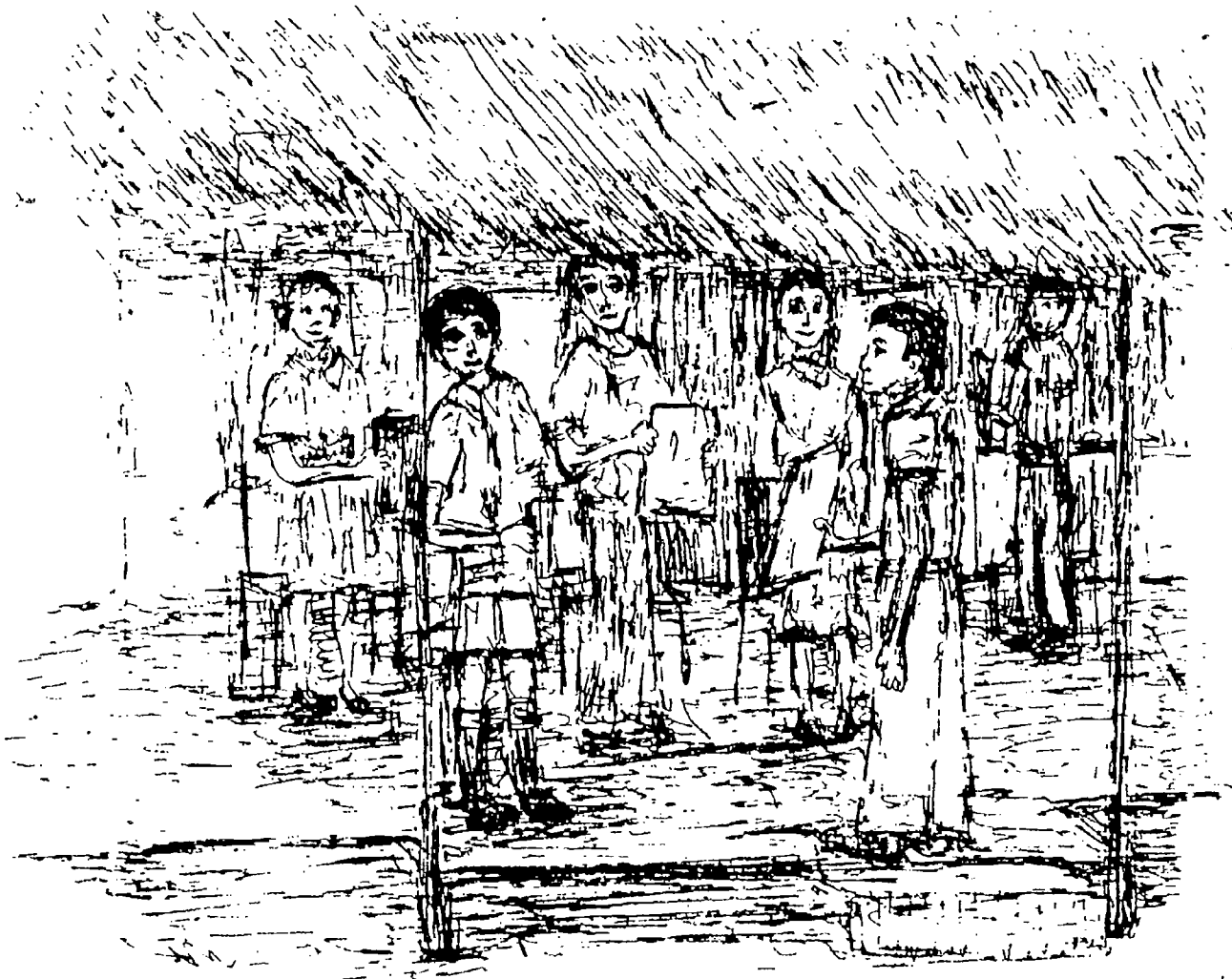
Thanks and appreciation also go to the outstanding work of Anabel Dwyer who provided the illustrations for this book.

Finally, a special vote of thanks is due Mrs. Kay Irish for her multi-faceted role as secretary, typist, field support manager and keeper of the budget. The warmth, enthusiasm and support that her presence added to the project is immeasurable and very deeply appreciated.

-----LESSON I-----

Before learning to say anything, it is important to learn how to hear Lorma. Because this lesson is designed to develop listening comprehension, it contains commands which ask the learner to respond through actions rather than through words.

Instructions for using this section are given in (1.3).



1. TEXT

1.1 Commands

- (1) Wúziyì elóó!
- (2) Zéi!
- (3) Lítè!
- (4) Mǎavèè!
- (5) Wúziyì!
- (6) èyèè lè géèzu!
- (7) èyèè mǎayii!
- (8) èvèè vǎ bówulu kǎnǎo.

Breakdown

- | | |
|--------------------------|----------------------|
| (1) Stand up! | Wúzìyì èlòò! |
| (2) Sit! | Zéí. |
| (3) Turn around! | Lítè! |
| (4) Bend over! | Máávèè! |
| (5) Straighten up! | Wúzìyì! |
| (6) Raise your hand! | èyèè lè géézù! |
| (7) Lower your hand! | èyèè mááyìì! |
| (8) Please say it again. | èvèè và bówùlù kònó. |

1.2 The Drilling Procedure

The commands used in this lesson are introduced using a gradual build up. This procedure is described as follows:

1. The tutor introduces the set of items to be learned by giving their English equivalents (or in this situation: pictures or even acting the items out) in the order that they are to be presented in Lorma.
2. The first command is introduced. The learner, knowing its meaning (see 1), responds appropriately.
3. The first command is repeated. (Anytime a message is repeated, the learner should not respond.)
4. After the fourth or fifth repetition, the tutor then says the second command. The learner noting that it is a new command and having been given the meaning of that command (see 1) will respond accordingly.
5. The tutor then drills the first two commands by randomly saying the two with the learner responding appropriately to the commands. (The learner does not respond to a repetition, however.)
6. The tutor then introduces the third command in the same way as the first and then drills all three commands by issuing them randomly.
7. The 4th, 5th, 6th and 7th commands are introduced in the same way as the third.

1.3 Important Notes of Caution

1. It will take longer than the tutor would expect for the learners to really learn the commands. Therefore the drills should be repeated again during subsequent lessons.
2. Since these drills involve exercise they can be used by the tutor during subsequent lessons to wake up a tired and listless class.
3. Once the commands have been introduced, the tutor should keep to the plan and not introduce new items for the learner to acquire. This can only create confusion for the learner.
4. Do not try to introduce more than seven or eight items in a set. If there are more items to be introduced, they should be broken into two sets and introduced separately at first and then after each set has been learned, they can be mixed.

1.4 Commands (Go, Come)

- | | |
|----------------------|--------------------|
| 1. Líf kpóógìlà. | Go to the door. |
| 2. Líf èzèizúvè. | Go to your seat. |
| 3. Líf péléyààgìimà. | Go to the wall. |
| 4. Vaa pòòvè. | Come to me. |
| 5. Lìì ewòòvè. | Go to your place. |
| 6. Séí yààkpóógìimà. | Sit in your chair. |
| 7. Wúziyì èlòò. | Stand up. |
| 8. Gè kée sàà. | I did it. |

1.5 Commands (Show me.)

- | | |
|-------------------------|----------------------|
| 1. Kpóógìì là gààzù. | Show me the door. |
| 2. Kpókpóógìì là gààzù. | Show me the chair. |
| 3. Péléyààgìì là gààzù. | Show me the wall. |
| 4. Kótàizù là gààzù. | Show me the ceiling. |
| 5. Zúwáávè là gààzù. | Show me the floor. |
| 6. Wúndáí là gààzù. | Show me the window. |
| 7. Kóléí là gààzù. | Show me the book. |

- | | |
|-----------------------------------|---------------------|
| 8. Pénsoí là gàazù. | Show me the pencil. |
| 9. Tówàà. | Here it is. |
| 10. X yàà.
(e.g., Pénsoí yàà.) | Here is X. |

Note: This drill is intended to develop listening skills. Therefore the objects (door, chair, etc.) are not as important as the drills. Thus if the drill is to be run out of doors, the objects to be pointed out can be replaced by more suitable objects. Stone, grass, sticks, fruit, etc.

1.6 Commands (Touch)

- | | |
|--------------------------|-----------------------------------|
| 1. èyèè vón èwùngííva. | Touch your head (with your hand). |
| 2. èyèè vón ègàazùvéva. | Touch your eye. |
| 3. èyèè vón èzàkpàíva. | Touch your nose. |
| 4. èyèè vón èlààvéva. | Touch your mouth. |
| 5. èyèè vón ènàkpágííva. | Touch your chin. |
| 6. èyèè vón èwòíva. | Touch your ear. |
| 7. èyèè vón èwùndéyáíva. | Touch your hair. |
| 8. Gà èyà vónsù bá. | I am touching it. |

1.7 Commands (Say)

- | | |
|--|-----------------------|
| 1. yétíá "péleí." | Say the word "house." |
| 2. Bó kòno. | Say it again. |
| 3. Bó gàà wóowàla.
(Bó gàà Kpákpa.) | Say it loudly. |
| 4. Bó gàà wóóvèné. | Say it softly. |
| 5. Bó gàà wóówùlù. | Say it slowly. |
| 6. Bó gàà mǎávílǎ. | Say it quickly. |
| 7. Mélé bó. | Don't say it. |
| 8. Bó gàà págò. | Say it clearly. |

2. GRAMMAR, EXERCISES AND CULTURAL NOTES

2.1 Hearing Lorma Vowels and Consonants

A. Some Lorma consonants sound almost the same as their English counterparts. These are: p, t, k, b, d, g, f, v, s, z, l, y, w, m, n and h. Examples:

p

pàa	kill
péleí	path, road
póléí	mud

t

tíí	work
táí	town
téewuì	chicken

k

kéé	do it
kóléí	book
kéke	uncle

b

báalágíí	sheep
bó	say it
bówaí	knife

d

díyíí	pot
dóóí	wine
dée	his mother

g

gáázúvè	eye
gííí	cook it
gúííí	tree

f

fóléí	sun
félégò	two
fáa	palaver matter

s

sóló	sew
sókpàí	nose
sáagò	three

h

hóo	sentence clitic meaning personal involve- ment.
-----	--

v

zóovái	axe
návóléí	money
dóovófóí	palm beetle

z

zúnúí	man
zàa	today
zówéí	doctor

l

líí	go
Láalí	Sunday
lá	lie down

m

n

míí	eat
mólóí	rice
máságíí	chief

návóléí	money
núúí	person
nìí	this

w

y

wùìgìí	kwi, foreign
wóózù	a town
wóí	friend

yà ná	you are there
yáálúwíí	cat
yénò	stay there

Notes:

1. Since Lorma has no r, and therefore no distinction between l and r, one often hears Lorma words which are written with an l pronounced with an r-like coloring. Note in the English spelling Lorma the r represents a long vowel. The Lorma pronunciation of this word is Looma. (See 2.7 for more details.)
2. The Lorma consonants which do not have English equivalents are introduced in Lesson Two.
3. Lorma is also a tonal language. This means that tone, different syllable pitches, can be used to distinguish between meanings of words in Lorma. The acute accent ´ marks a high tone and the grave accent ` marks a low tone. The issue of Lorma tone is presented in Lesson 3.

B. Lorma Vowels

While Lorma vowels are similar to English vowels, they are not identical. For more details, consult the companion volume in this series: A Reference Handbook of Phonetics, Grammar, Lexicon and Learning Material.

The Lorma vowels are: i, e, a, o, u. Below are some examples:

i

tíi	work
gílí	cook it
zíí	heart

e

péléi	path
félégò	two
zée	hand

e

pélé	house
kékè	uncle
kée	do it

u

púlú	behind
pú	put it
sú	in it

o

dóói	wine
lòó	stand
bó	say it

o

sóló	sew
póléi	mud
pó	to him

a

fáá	palaver
zàa	today
má	on it

2.2 Listening Drills

These drills are intended to help you learn to hear the distinctions between the Lorma vowels and consonants.

A. Lorma Consonants.

The learners should have no difficulty with the Lorma consonants. One reading of the list of consonants in 2.1-A should be sufficient.

B. Drilling the Vowel Distinctions.

For each of the vowel contrasts to be studied, there will be a drill set. Each drill set is to be used in the following way:

1. The tutor reads one line at a time.
2. After each line is read, the learner picks out from the triad which of the three is different (the first, the second or the third).
3. This drill should be repeated until the learner can select the different word without error.
4. Once the discrimination has been mastered, learners should further practice the discrimination through a dictation exercise. This is done by the tutor reading the words in the drill set, one at a time (allowing time for the learner to write the words down using the phonetic notation). Correction of the dictation exercise should be done immediately after each line either by having the learner check in the book, or by the tutor correcting the learner's paper.
5. As the final stage, learners should practice producing the distinction by repeating each line of the drill set after the tutor. The line should be repeated by the tutor if the learner has not responded correctly. Once the learner is responding to the best of his or her ability, the next line can be introduced and practiced.

C. Lorma Vowel Contrast: e versus i.

D. Drill Set: e versus i.

- | | |
|--------------------|------------------------------------|
| 1. píí; pélé; píí | throw it; road; throw it |
| 2. géì; gíí; géì | we go; boil it; we go |
| 3. víí; víí; véléí | jump; jump; way |
| 4. síí; síí; séé | put it down; put it down; elephant |
| 5. èìì; èlèè; élèè | you go; your mother; your mother |
| 6. zée; zée; zíí | hand; hand; heart |

E. e versus ɛ.

These two sounds will be difficult for native English speakers to discriminate. First unlike Lorma, the English e does not occur at the end of a word. Second unlike Lorma, the English e sound is always glided, that is, it is followed by a y sound. Thus the English words may and day would be written phonetically as mey and dey.

- | | |
|----------------------|---------------------------------|
| 1. pélé; pélé; péléí | house; house; road |
| 2. wèlè; wèlè; wèlè | see; white; white |
| 3. gélè; géléí; gélè | we are not; a game; we are not |
| 4. lè; lè; lè | what; go up; go up |
| 5. déé; dé; déé | his mother; show it; his mother |
| 6. zéé; sée; zéé | lie; elephant; lie |
| 7. téé; téé; téé | different; fowl; fowl |

F. u versus o

- | | |
|------------------------|-------------------------------------|
| 1. wóló; wóló; wóló | go out; finish; finish |
| 2. púlú; póló; púlú | hungry; adding meat to rice; hungry |
| 3. sóéí; súéí; sóéí | horse; animal; horse |
| 4. gúlíí; gúlíí; góléí | tree; tree; baboon |
| 5. bó; bú; bú | say it; under it; under it |
| 6. fófóí; fófóí; fúfúí | trail; trail; fufu |

G. o versus ɔ

- | | |
|------------------------|----------------------------------|
| 1. góléí; góléí; góléí | chimpanzee; black ant; black ant |
| 2. kóí; kóí; kóéí | war; war; snail |
| 3. sóóí; sóóí; sóóí | saw; horse; horse |
| 4. tóó; tóó; tóó | drop it; drop it; he |
| 5. fófóí; fófóí; fófóí | bug(sp); trail; bug |
| 6. póló; póló; póló | dirt; adding meat to rice; dirt |
| 7. kóló; kóló; kóló | book; small; book |

H. The vowel a

It is tempting to pronounce the vowel a as æ as in hat, map, and cat. However, the correct pronunciation in Lorma is the sound in hot, not and mop. The letter a is also pronounced in English as e

as in rate, cape and late, but not in Lorma.

- | | |
|------------------------|---------------------------------|
| 1. péléí; péléí; páláí | road; road; sore |
| 2. sée; sáá; sáá | elephant; now; now |
| 3. là; lè; lè | lie down; what; what |
| 4. táá; téé; táá | they; different; they |
| 5. gá; gé; gá | we (pres); we (past); we (pres) |
| 6. dá; dé; dá | we (pres); we (past); we (pres) |

2.3 Identificational Sentences

An identificational sentence is one that simply serves to identify a noun: "This is an X, this is the X."

In Lorma, these sentences are constructed by placing the word yaa (which is written after most words) after the noun being identified.

- | | |
|----------------|--------------------|
| 1. Māsáíí yàa. | This is the chief. |
| 2. Péléí yàa. | This is the house. |
| 3. Māsá yáa. | This is a chief. |

The change of the consonant k to y in this example is part of a whole set of consonant changes called initial (meaning the first consonant in the word) consonant change. This phenomenon is presented in Lesson IV.

2.4 Learning to Use Identificational Sentences

A. This structure may be practiced by arranging a number of objects in front of the learner. It is advisable to pick a set of related objects. In this exercise, pick about five (seasonable) fruits from the following list if possible (or use pictures).

- | | |
|---------------------|------------------------|
| 1. máázágíí | banana |
| 2. níimùlúgíí | orange |
| 3. wùituuí | pineapple (or kiv gii) |
| 4. bòótápówéngíí | butter pear (avacado) |
| 5. búlóngíí | plum (mango) |
| 6. níimùlupélévéléí | lime (small orange) |

Note: The identificational sentence is also used for emphasizing other nouns in a verbal sentence. The operation of emphatics is taken up in Lesson 16.

B. Recognition

Arrange the fruits in a row. The tutor points to the first and says "Máázágìì yàà." The learner then points to the banana. The tutor then repeats this sentence three or four times and then introduces a second term (Níímùlùgìì yàà.) The learner should be able to recognize the difference and therefore should point to the orange. The tutor then randomly alternates the first two sentences with the learner pointing to the appropriate object each time. Then the third object is introduced and combined with the other two in the same way. After the third object can be correctly identified from among the three, the fourth and the fifth is introduced in the same way. For additional practice, the fruits can be rearranged.

C. Pronunciation

The tutor goes through the pronunciation with the learners until the learners show no further signs of improvement in their pronunciation of the objects (usually no more than four or five repetitions).

D. Production

The tutor points to the first object and says the appropriate sentence which the learner repeats. Then the tutor asks the question:

Zèbèé yáá?

What is this?

and the learner responds with the correct answers. New terms are introduced using the same progression described in B above.

2.5 The Definite Suffix -i and -gii

Lorma nouns are often followed by one of the two definite affixes: -i or -gii. There is no regular rule for determining which nouns will take which affix. This means that the learner will have to

memorize which affixes go with which nouns. This is best done by remembering the word in its definite form. Below are some examples:

-i nouns

níkéí	the cow
péleí	the house
péleí	the road
góvéí	the spirit
káleí	the fish

-gii nouns

māságìì	the chief
kízégìì	the pepper
Gálágìì	God
búíngìì	pig
gúlúwùlùgíí	greens

The meaning of the definite form.

The meaning of the definite form is roughly equivalent to the meaning of the word the in English. "The book" means "a particular one of a given set" and implies that the speaker is mutually aware of this set. Compare the two sentences: I want the book with I want a book. The second sentence involves an indefinite noun, that is the particular book within the set has not been specified, it is indefinite. In Lorma, the indefinite form is indicated by the absence of the definite suffix.

Vowel changes conditioned by the definite suffix -i.

Sometimes, when the definite suffix is added to a noun ending in an u, o or ɔ, the vowel will be fronted, that is changed to i, e or ɛ respectively. Below are some examples.

<u>Change</u>	<u>Indefinite Form</u>		<u>Definite Form</u>	
u → i	gúlú	a tree	gúlíí	the tree
o → e	fóló	a day	fóléí	the day
	návólá	money	návóléí	the money
ɔ → ɛ	kóló	a book	kóléí	the book

2.6 Cultural Note: Handshaking

You no doubt have noticed the importance of handshaking in Liberia and the snap of the fingers at the end. This is equally important in Lorma speaking areas. The Lorma handshake, however, terminates with two snaps of the fingers rather than just one.

2.7 Cultural Note: The spelling of the word Lorma

The correct pronunciation is Lòòmà, with an open o and a long first vowel. In the English spelling of this word, the open o is signaled by the r following the o. In a like way, the town of Zorzor is pronounced as Zòzòó rather than with the r's. One may also see the word Lorma written as Looma (emphasizing the vowel length) or as Toma, the term used by the French. The term Buze is also used by non Lorma people and it should be noted that this word carries a negative connotation.

2.8 Capitalization

In most cases the English rules of capitalization apply to Lorma: beginning of sentences, proper nouns (names) and God. The exceptions are as follows:

- a) The first person pronouns (I, me, ~~mine~~) are not capitalized.
- b) There are several letters which show their capital form by a line under the letter. These are:
 - (a) letters which carry tone marks (the vowels a, e, ε, i, o, ɔ and u);
 - (b) the special letters for which no capital letter exists (ɓ, ɣ and ŋ).

3. SUGGESTIONS FOR LEARNER-INITIATED STUDY

3.1 Using a Cassette Tape Recorder

A cassette tape recorder is a very useful language learning tool. However, to be successful in language learning, you will have to learn a number of techniques. One of these techniques are introduced below.

A. Taping parts of your lesson.

Select one of your grammar drills for recording. Ask your tutor to read the drill while you record it. You may find at first that the tutor finds it difficult to read at a normal pace or with normal intonation. This will be resolved through practice or through recording only a small portion of the text at a time.

Once you have recorded the drill, you may play the recording again and again while you either actually carry out the actions or note them mentally. You can also use this as a dictation drill. To do this, play the tape, one sentence at a time. Write down as much as you can, then check your answer with the transcription in this book. Then go on to the next. Repeat this exercise as often as necessary until you can write down the sentences without error.

You may also use this tape to practice producing the sentences. This should be done only after you have successfully completed the comprehension and dictation exercises. You may either say the sentences after you hear them or along with them.

B. Translation Exercises.

You can record the drill with the English preceding the Lorma sentence. Leave a sufficient amount of time between the English sentence and the Lorma sentence so that you can say the Lorma sentence after you hear the English and before you hear the correct Lorma translation.

You can also record the drill along with the English translation following the Lorma sentence. This recording will be useful when you return to this lesson for reviewing, for you can easily tell

whether you still recall the meaning or not.

C. Elicitation Exercise.

You can continue Drill D in section 1 by adding a few new body parts. Try the following:

- | | | | |
|-------------|--------|-------------|---------|
| 1. my hand | zèè | 5. my knee | nìbìì |
| 2. my belly | kòògíí | 6. my chest | kèkègìì |
| 3. my foot | kòwèì | 7. my thigh | kpàlàì |
| 4. my back | pùlùvè | | |

3.2 Learning Vocabulary

Section 4 contains a listing of the vocabulary items you have encountered in this lesson. The following exercises will help you in your study of vocabulary.

A. Flash cards.

1. For each item, record the Lorma word on one side of a slip of paper with the English on the other.
2. Look through the lesson for at least one sentence containing the word. Write the Lorma sentence on the Lorma side of the card with its English equivalent on the other.
3. You will want to add other interesting sentences containing these words as you encounter them in later sentences.

B. Uses of flash cards.

Remember that recognition should come before production. Ask your tutor to go through the cards practicing your ability to recognize the words in isolation and in the context of the sentence.

1. First have your tutor read the word. If you identify it correctly, then have the tutor read the sentence containing the word. If the word was not identified correctly have the tutor supply the answer then have the tutor read the sentence.
2. This process will produce two categories of words, those which you can identify easily and those which cause difficulty. For the latter set, ask your tutor to supply additional

sentences containing the word for you to write on your flash card up to a maximum of five sentences. When you practice these difficult words, the added examples should make them more familiar.

3. Once you can identify a word, you can shift it into the production pile. This process is exactly the same as the first, but from English to Lorma. Encourage your tutor to prompt you in the early stages of sentence production.

3.3 Word Listings

- A. Nouns are listed in their definite form (see 2.5). If the indefinite form involves a vowel change, then that will be noted also (e.g., gúlíí, gúlú...tree).
- B. When a word or a phrase involves different grammatical associations from English, this is shown by using X and Y to represent other grammatical elements in the sentence (e.g., X yaa...here is X).
- C. Many Lorma words are composed of smaller words, which if known make it easier for the learner to remember. The composition of these words is shown as follows:

zéizúvè	seat
zéi-zú-vè	sit-in-place

4. VOCABULARY

bòtápówéngìì...butter pear,
avacado

bówulù.....to say again

dáá, láá...mouth

ewòláláave...your (own) place

gàá...with

géezù...upwards (in the sky)

góí, woi...ear

góó...voice

gwálá, wálá...big

X yàa...here is X (also used as
an emphatic marker)

yétíá...to say

kée...to do

kékégíì...chest

kìvègìì...pineapple

kóógíì...belly

kóléí, kóló...book, paper

kónó...again

kótàì...ceiling

kówéí, kówó...foot

kpákpá...to be strong

kpáláí...thigh

kpóógìì...door

kpókpógíí...chair

là...to, at

là gáázù...show me (show in the
eye)

lèè, lè...raise

lè...not

líí...to go

lítè...to turn (see títe)

lòò...to stand

ma...on, at

máávèè...to bend over

máávìlà...quickness

mááyìì...to lower

máázágìì...banana

máságíí...chief

nápá...chin

níbíí...knee

nífimùlùgìì...orange

nífimùlupélévéléí...lime (small orange)

págò...well (clearly)

péléyààgìì...wall

péné (yené)...small

pénsóí...pencil

púlúvè...foot

sàà...now

títè, lítè...to turn

tówàà...here it is

và...for, to

vón...to touch

wóóvèè...softly (small voice)

wóówàlà...loudly (big voice)

wóówulù...softly

wòòvè...place

wúndáí...window

wùitùùì...pineapple

wúndèyàì...hair

wíngìì...head

wúzìyì...to rise, straighten up

zákpáí...nose

zée...hand

zèizúvè...seat (zèi-zú-vè...sit-in-place)

zúwáávè...floor

LESSON II

This lesson introduces the basic Lorma greetings. Instructions for using the text are given in section (1.2).



1. TEXT

1.1 Dialog: Vááǎǎé sú?1. èwùngó?

2. Fólómó, èwùngó?

3. Vááǎǎé sú?

4. Fááyòwú lè sú.

5. èǎǎǎǎí gàà págò?

6. (Gèǎǎǎǎí gàà págò.)

7. Kázé lè Gálámà.

8. Nà vágé.

9. èlòtòzù wódové?

10. (Dòtòzù wódové.)

12. Gálá màrà.

11. Kázé lè Gálámà.

13. Gálá màrà.

Breakdown: Váábéé sù?...What news?

1. èwùngó?

Good morning.

This expression is strictly a morning greeting. The afternoon greeting begins with Yà nà?

2. Fólómó, èwùngó?

Folomo, (a male name) Good morning.

The answer to the greeting is to give the greeter's name followed by the greeting. If you do not know the greeter's name you can use the word bóí 'friend', nàwóí 'my friend' in place of the name.

The comma is used to separate the two parts of the sentence. The comma is marked in speech by a rising intonation if the tone of the syllable preceding the comma is low. If the syllable of the preceding word is high, the comma is marked by a sustained high tone on that syllable.

3. Váábéé sù?

What is the news?

váá...news

béé...what

sù...in it

4. Fááyówú lè sù.

No bad news. Literally: No bad palavers are in it.

fáá...palaver

-yówú...bad

lè...not

5. ènììní gàà págò?

Did you sleep well?

è...you

ììní...slept

gàà...with

págò...good

6. Gènììní gàà págò?

I slept well.

(This answer is more formal, and less commonly used than the following.)

7. Kázé lè Gálámà.

Yes. Literally: There is no blame on God. If you are well, God deserves no blame.

kázé...blame

Gálámà...God-on

8. Nàvágè.

That is good. Literally: That is in a good state.

nà-...that

-vágè...stative form of 'good'

9. èlòtòzù wódóvé.

How are you. Literally: Is your body in a clear state?

èlòtòzù < òtòzu...your body

wódóvé...clear (stative form)

10. Dótòzù wódóvé.

I'm fine.

dótòzù...my body

12. Gálá màrà.

Thank God.

màrà...to thank

1.2 Understanding the Text

- A. Listen to the above text as your tutor reads it to you. Do not look at your book or attempt to repeat the dialog now. The purpose of this part of this step is to help you to listen actively to what is being said.
- B. Study the explanatory notes given in the Breakdown.
- C. After you have studied the explanatory notes, listen to the text again following the written text. Before going on, make sure you understand the text as it is being read.
- D. Listen to the dialog again, this time without looking at the written text. Again before going on, make sure you comprehend the text as it is being spoken.

E. Comprehension Text.

Have the tutor say the sentences in the above text in a random order. After each sentence, the learners should respond with the English equivalent. This drill should be repeated until ~~learners can respond promptly and accurately.~~

F. Dictation.

The tutor should read the sentences for dictation, one at a time. Any sentence should be repeated no more than three times. Ample time should be given between the readings for the learners to write down the answers. At first, the tutor should give the correct writing of the sentence after each sentence has been given for dictation. (Alternatively, the learners may consult the text for the correct answer.)

G. Repetition

Learners repeat sentences after the tutor has said them. Each sentence should be repeated until the tutor is satisfied that the learners have done their best before going on to the next sentence.

1.3 Learning the Responses

- A. The tutor introduces a response (see below) for learners to repeat.

<u>Question</u>	<u>Response</u>
1. <u>èwùngó?</u>	Bóí, èwùngó?
2. FááBéé sù?	Fááyòwú lè sù.
3. <u>èṅìlíní gàà págò?</u>	Gèṅìlíní gàà págò.
4. <u>èlòtózù wódóvé?</u>	Dòtózù wódóvé.
5. Kázè lè Gálámà?	Gálá màmà.

Once learners master the response, the tutor introduces the question. The learners should still reply with the response.

Example:

	<u>Teacher</u>	<u>Student's</u>
Part A	Bóí, èwùngó?	Bóí, èwùngó? (remember boi = friend)
Part B	<u>èwùngó?</u>	Bóí, èwùngó?

- B. Once this has been mastered, tutor moves on to the next pair introducing the response before the question as done above.
- C. When this pair is mastered, then tutor randomly mixes both questions. This is repeated until learners are responding spontaneously to either question.
- D. Subsequent question-response pairs are introduced and incorporated following the same procedure.

1.4 Learning the Questions

- A. Using the same procedures as those given in A, the first question is introduced by the teacher and repeated by the learner until pronunciation is acceptable to the tutor.
- B. Once the learners can recite the question, the teacher should give the response. This should be done until the learner feels comfortable asking the question and hearing the response.
- C. The learner should carry out a series drill where the first learner asks the question and the second learner answers. Then the second learner asks the question to the third and so forth.

- D. The second question is introduced in the same way as the first. Then the two questions are used in the series drill (C).
- E. The remaining questions are introduced in the same way until all questions have been introduced.

1.5 Practicing Dialogs

Learners should practice this dialog with their tutors or with other learners. If there are Lorma speakers in the community, they can be greeted as well. These drills should be acted out, using the Liberian handshake (see Lesson I).

2. GRAMMAR, EXERCISES AND CULTURAL NOTES

2.1 Hearing Lorma Vowels and Consonants

- A. The following Lorma consonants are not found in English and may cause difficulty to the speaker of English:

b̥, β, kp, ɣ and ŋ

- B. b̥ is an implosive "b" and is easily confused with a plain b. By implosive, it is meant that air is drawn into the mouth rather than pushed out as in a normal b.

The learner can develop an ability to discriminate between b̥ and b by using the following table and the series of drills given in section 3 of lesson 1.

1. b̥éé	who	bé	for him
2. b̥álé	sweep	báláí	bracelet
3. b̥ólé	drink	bówáí	knife
4. búó	short	bósú	saying
5. b̥óló	tired	bólógìì	hot

This contrast is not made by all speakers of Lorma.

- C. β (technically termed a bilabial fricative) differs from a v (technically a labial dental fricative) in that the lower and upper lips are involved in the articulation of this sound rather than the lower lip and upper teeth as in the case of v. The difference is extremely slight and in fact not made by all Lorma speakers. (In addition its character has been described differently by each linguist who has analyzed the language.) When the distinction is present, v is found as the weak variant of f (see lesson 4) and β is found as the weak variant of p and b. Examples:

βè	here	vè	before
βélé	way	fóó	dry
βílí	throw	vólóbé	when
βilé	get down	váa	come
		Vaabe su?	What news?

Because the distinction is slight, its functional load is negligible, ɔ is written in the following lessons as y.

- D. Kp (technically a voiceless labiovelar stop) involves the simultaneous articulation of K and p. The sound may be approximated by saying the word cook pot but separating the syllables as follows: coo-kpot. Once this is done the initial syllable should be eliminated. Kp is most likely to be confused with p.

pílé	get it down	kpídì	night
péleí	house	Kpéle	Kpelle
pètè	see	kpéénègíí	palm cabbage
púlú	behind	kpúlúvè	the next one
páláí	sore	kpádívè	hot

- E. ɣ (technically a voiced velar fricative) is similar to a g (technically a voiced velar stop) and is pronounced by raising the back part of the tongue against the soft palate. Unlike g, it is a fricative; which means that the airstream is only partially blocked in the mouth. It is almost like a gargle sound. Because ɣ (called gamma) is not found in English, and is phonetically similar to g, the two sounds will be confused by the learner.

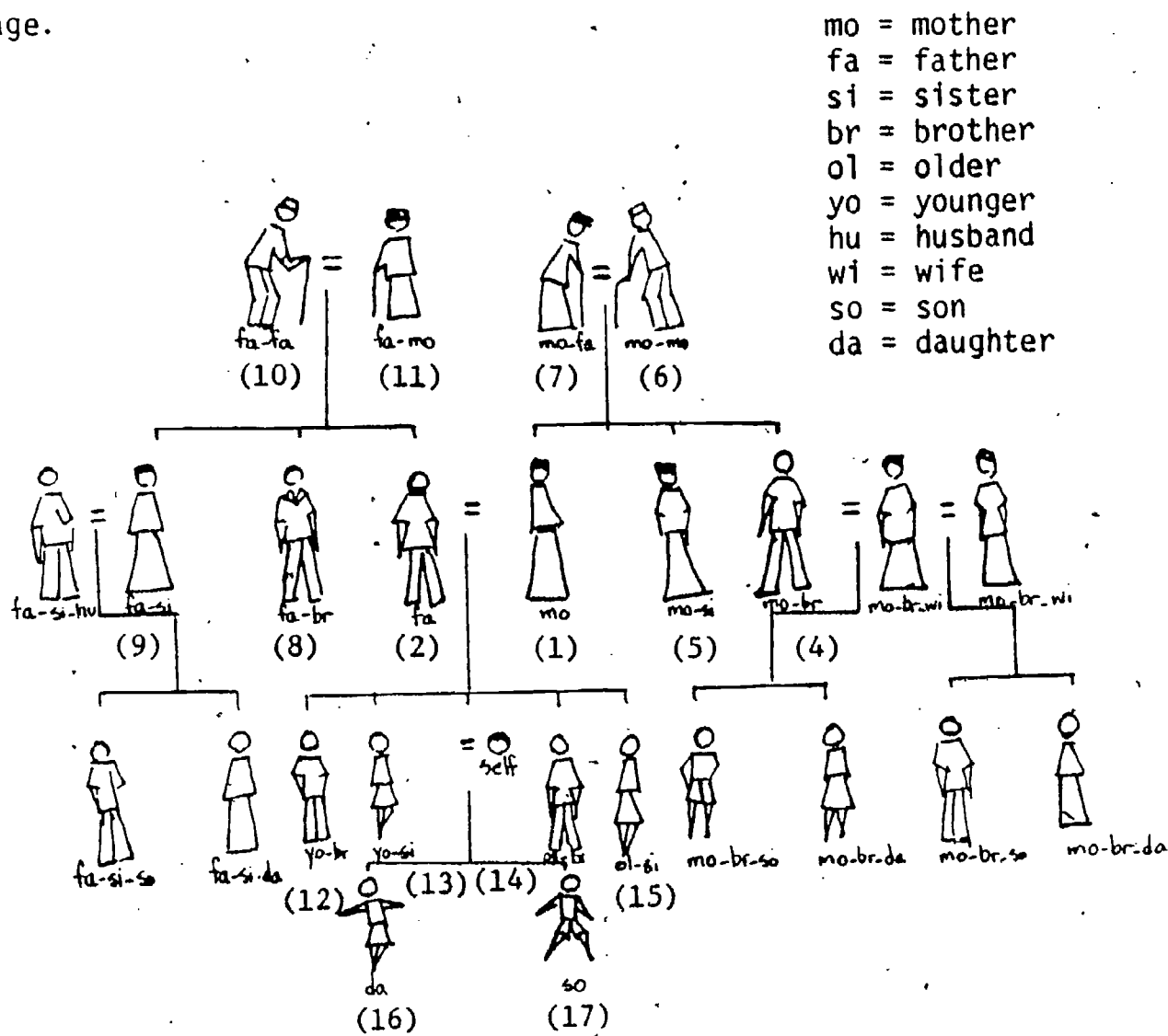
gílí	cook it	ɣílí	to cook
gáyá	buy it	ɣáyá	to buy
gááyáá	know it	ɣááyáá	to know
gálé	break it	ɣálé	break
gálíí	rope	ɣálíí	month
gàà	with	ɣà	on
góvéí	spirit	ɣèè	do

- F. ŋ is the ng sound in English. But unlike English the Lorma sound ŋ may occur at the beginning of a word. It is often confused with n.

ḡámáí	blood	ná	there
ḡázánùì	woman	návóléí	money
ḡábúí	fire	náágò	four
ḡání	thing	níkéí	cow
ḡéé	laugh	néé	sweat
ḡínà	yesterday	nííné	new

2.2 Cultural Note: Family Terminology

You will find that the terms that Lorma speakers use to describe their family do not coincide perfectly with those of English. Your task is to elicit from your tutor the Lorma names designating family members using the following chart. The correct transcriptions are given on the next page.



	<u>my</u>	<u>your</u>
(1) mother	dèè	èlèè (èbòòlèè = your own mother)
(2) father	kèyà	èyèyà
(3) father's other wife	dèè	èlèè
(4) mother's brother	kékè	èyèkè
(5) mother's sister	dèè (dèèdèyéf)	èlèè (èlèèdèyéf)
(6) mother's mother	màà (nà màà)	emàà
(7) mother's father	kààwólóí	èyàawólóí
(8) father's brother	kèyà (kèyà dèyéf)	èyèyà dèyéf
(9) father's sister	nàzàì	ènàzàì
(10) father's father	kààwólóí	èyàawólóí
(11) father's mother	nàmamà	emàmà
(12) younger brother	dèyèì	èlèyèì
(13) younger sister	nà sèìláf (dèyè nàzànúí)	yàzèìláf (èlèyè nàzànúí)
(14) older brother	dìè (dìè nàzànúí)	èlìè (èlìè nàzànúí)
(15) older sister	nàsèìláf	yàzèìláf
sibling of same sex	(older) dìè (younger) dèyèì	èlìè èlèyèì
sibling of opposite sex	kéà	èyèà
husband	pòònú	èwóónú
wife	ṣàzáí	èṣàzáí
(16) daughter	dùùnàzànúí	elùùnàzànúí
(17) son	dùùzùnúí	èlùùzùnúí
child	dùì	èlùì

3. SUGGESTIONS FOR LEARNER INITIATED STUDY

3.1 Additional Dialogs

The following dialogs are variants of the dialogs given in part 2 of this lesson. They should be recorded and practiced in the same way as the major dialog was introduced in this lesson, though as variants they are to be practiced for comprehension rather than for production. That is the learner should be aware of these variants but need not memorize them.

A. Jín (person coming in)Folomo (person in the house)

1. Kpékpé.

2. Bèèvéde.

3. Nàvéde

4. Bóí, èwùngó.

5. Váábéé sù.

6. Fááyówú lè sù.

7. èṇììní gàà págò?

8. (Ówè gèṇììní gàà págò.)

9. Ówè. Kázé lè Gálámà.

10. Nà vágè.

11. Kázé lè Gálámà. (Gálámàmà.)

Breakdown:

1. Kpekpe

knock, knock

2. Bèèvéde?

Who is here?

Bèè...who, what

vé...here

3. Nàvé.

I am here.

(It is quite usual to answer this way. In a small community most people will know each other.)

4. Bóí, èvää?

Friend, you have come?

bóí...friend, acquaintance

è...you

vää...have come.

8. Nà vágè.

That is good.

B. Afternoon, evening and night.

Pewu

Piis koo

1. Yà ná?

2. Nàwóí, èvää?

3. Váábée sù.

4. Fááyówú lè sú.

5. èlòtózù wódové.

6. Dòtózù wódové.

7. Kázé lè Gáláma.

8. Nà vágé.

9. Gálá màrà.

Breakdown:

1. Yà ná?

Are you there? Literally: You are there?

yà...you sq. progressive form

ná...there

2. Nàwóí, èvää?

My friend, you have come?

nà...my

wóí...friend. This is a close friend of either sex. The

wóí is related to the word wóí 'to want' or 'to love'. If

you do not know the person use bóí instead of nà wóí.

C. Leave Taking.

1. Gèwóinì gèlìi sàà.
2. Yàlìi sàà bàlàà.
3. Dàyáá nà ñìnàà.
4. Líí ná dè hóó.
5. Yàvá vólóbèè?
6. Gáváá ñínáá.
7. Gáváá ñínááwúlusù.
8. Gáváá fólósààgò yá lévé-nà.

Breakdown

1. Gèwóinì gèlìi sàà.

I want to go now. Literally: I wanted I go now.

gè...I, basic pronoun

wóinì...want (is a past tense form but a present tense meaning).

lìi...go

sàà...now

2. Yàlìi ná sàà.

You may go now. Literally: Go there (away) now also. (This is a command form, but its meaning is really acknowledging the fact that the person is leaving.)

ná...there

bàláá...also

3. Dàyáá nà ñìnàà.

We will see tomorrow.

dà...we inclusive

yáá...to see

ñìnàà...tomorrow

4. Líí ná dè hóó.

So long. Literally: Go there until.

dè...yet, until

hóó...sentence affix meaning friendship and warmth to the person being addressed.

5. Yàvǎǎ vólóǎǎ?

When will you return? Literally: You (will) come time what.
This sentence may also be given in a reversed order. (e.g.,
Vólóǎǎǎǎ, è vǎǎzù).

yǎ...you

vǎǎ...come

vóló...time

ǎǎ...what

6. Gǎvǎǎ ǎǎǎǎ.

I will come tomorrow.

7. Gǎvǎǎ ǎǎǎǎwúlúsù.

I will come the day after tomorrow.

wúlú...behind

sù...in

8. Gǎvǎǎ fólósǎǎǎǎ yǎ lévé nǎ.

I will come in three days. Literally: I will come three days
are passed over.

fóló...day

sǎǎǎǎ...three

yǎ...are

lévé...to pass

nǎ...there

3.2 Kinship

Return to the kinship chart given in 2.2.

- A. You will note that many of the terms are repeated for different relationships. Mother and mother's sister have the same term. To get a better idea of how the Lorma family is conceptualized, regroup the Lorma family by placing them in sets of similar terms. For example:

dèè my mother

my father's other wife

my mother's sister (aunt)

- B. You will also note that a number of terms have been omitted, for example mother's brother's son. Determine these names, and add them to the above grouping.

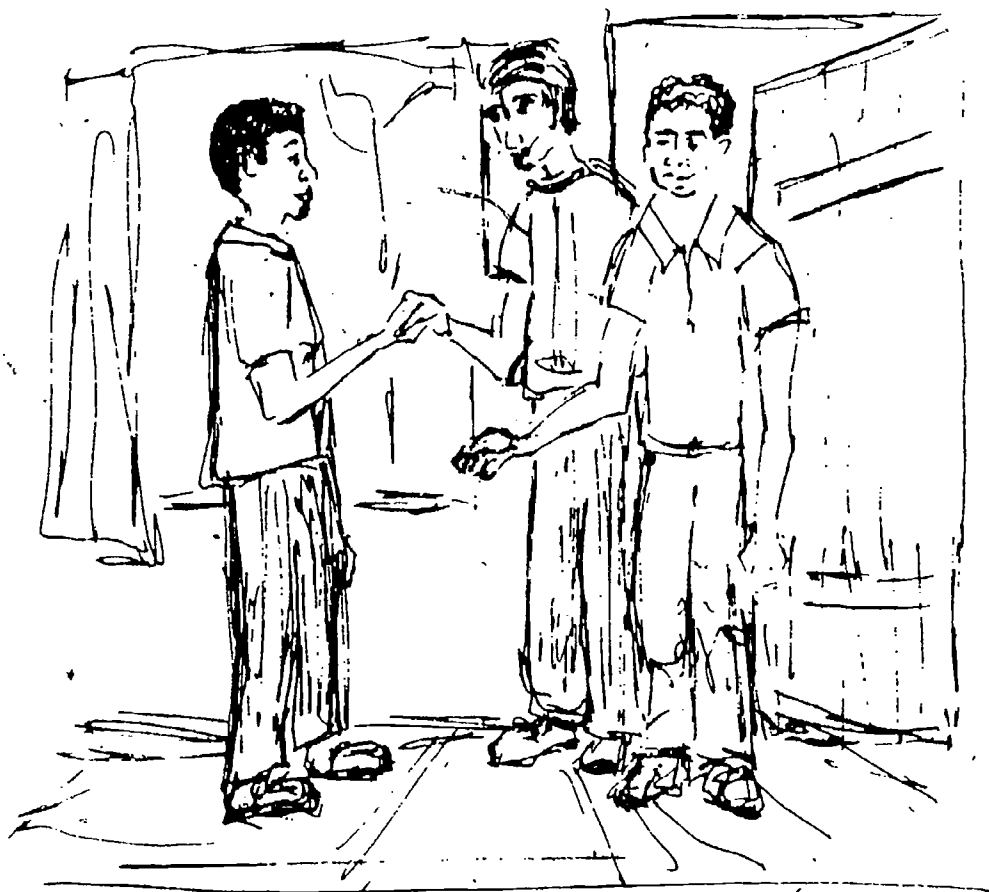


4. VOCABULARY

Below is the vocabulary list for Lesson 2. For studying vocabulary use the instructions given in Lesson 1 (section 3.2).

bé, vé...here	ḡázá...paternal aunt
bóí...friend, acquaintance	-ni...past tense marker (= -ed)
ḡéé...who	ḡìì...to sleep
ḡéé...what	ḡázáí...wife
déé...mother, father's other wives, aunt	ḡínàà...tomorrow, yesterday
déyèì...younger brother (sibling)	ḡínááwúlósù...day after tomorrow
dìé...older brother (sibling)	póónù...husband
dótózu...body	sàà...now
duú...child	sáágò...three
duúzúnúí...son	sélaí...sister
duúnázaníí...daughter	sú, zu...in
ewungó...good morning (you woke up)	tévé, lévé...to pass,
fáí, fáá...news, palaver, business	vàgé...is good
fólóí...day	vólóbèè...when (what time)
Galá...God	wódové...well healthy (clear)
hóó...sign of personal involve- ment. (see text)	wóínì...to want
kááwólóí...grandfather, old man (term of re- spect)	wúló...behind, after
kázéí...blame	yòwú...to be bad, evil
kéà...sibling of opposite sex	
kèyà...father	
kéyádeyáí...paternal uncle (father's younger brother)	
kéké...maternal uncle	
kpékpé...knock, knock	
màà...grandmother	
màmà...to thank	
nà...that	

LESSON III



1. TEXT

1.1 Dialog: Mìnè yàà èzìyíá nà?

- | | |
|------------------------|--------------------------------|
| 1. Yà nà? | 2. Bóf, èvää? |
| | 3. Váábéé sù? |
| 4. Fááyówú lè sù. | 5. Gèvää láálíízu èyè. |
| 6. <u>em</u> mà. | 8. Nàdààzéíí yàà gàà Fòlòmò. |
| 7. Yàlààzéííí? | 10. Gèsííyívé Nèw Yórk. |
| 9. Mìnè yàà èzìyíá nà? | 12. Gà gàà Wùitààzùnù. |
| 11. Yà gàà Wùitààzùnù? | 14. Gà gàà Píískòlííyèénúí tà. |
| 13. Tíízébéé yà kée. | |

Breakdown: Mìné yàà èzíyíá nà?...Where are you from?

5. Gèvàà láálífízá èyè.

I have come to greet you.

Gè...I (pres.)

vàà...come

láálífízá...greeting

èyè...to you

6. èmàmà.

Thank you.

7. Yàlààzéííí?

What is your name? Literally: Your name?

yà...your

lààzéííí...name

8. Nàdààzéííí yàà gàà Fólómó.

My name is Folomo.

nàdààzéííí...my name

yàà...identificational verb

gàà...is

9. Mìné yàà èzíyíá nà?

Where are you from?

Literally: Where did you rise up from there?

mìné...where

yàà...identificational verb

è...you

zíyíá...rise up (past tense)

nà...there

10. Gèsíyívé Nèw Yórk.

I'm from New York.

síyívé...rose up (stative form: see Lesson VII for details)

11. Yà gàà Wùitààzùnù?

Are you an American?

Wùì...Kwi, Western

táá...town

zú...in

Wùitààzùnù...American

12. Gà gàà Wùitààzùnù.

I am an American.

13. Tífzèbée yà kée.

What kind of work do you do?

Literally: Work what you are do(ing) it?

tíf...work

zèbée...what

yà...you (pres.)

kée...do it

14. Gà gàà Píískòlífíyéenúí tà.

I'm one of Peace Corps worker.

líí tii...work

yée kée...do

Píískòlífíyéenúí...Peace Corps-work-do-person

tà...some of/one of

1.2 Understanding the Text

Listen to the above text as your tutor reads it to you. Do not look at your book or attempt to repeat the dialog now. The purpose of this step is to encourage you to listen to new Lorma sentences with the aim of picking out familiar words and phrases and attempting to understand as much as possible without relying on the book.

A. After you have studied the text listen to the text again (either the tutor repeats it at this point or the learner records it on tape). Following along with your book, try to understand the dialog. Repeat this drill as often as is necessary to achieve full comprehension.

B. Repeat the above drill, but without looking at your book. Repeat this drill as often as is necessary to achieve total comprehension.

C. Comprehension Test

Have the tutor say the sentences in the above text in a random order. Learners should (either individually or collectively) respond by giving the English equivalent.

D. Dictation

Sentences should be given for dictation. Again, one at a time as described in Lesson II (section 1). Learners should be encouraged to practice dictation exercises during individualized study periods.

E. Repetition

Learners repeat sentences after the tutor (or tape) has said them. Each sentence should be repeated until the tutor is satisfied that the learners have responded to the best of their ability before going on to the next sentence.

1.3 Learning to Say the Text

Now that you are familiar with the dialog, you are ready to learn how to say it. But before you memorize the dialog you should work on the question-answer and substitution drills related to each part of the dialog.

Each of these drills should be done in two stages. The first stage is a substitution drill, the second is a question-answer drill.

A. The Substitution Drill

This drill begins with the tutor saying the key sentence for the learners to repeat. In drill A the key sentence is:

Sìyìvé Wùitààazù.

This is done 3 or 4 times or for as long as it takes the learner to repeat it to the best of his/her abilities.

Secondly, the tutor introduces the substitution words in the same way. At this point the learner should be aware of the meaning of the new words being presented.

Once the words have been learned, the substitution drill can be run. This is done as follows: the tutor reads the key sentence, the learners repeat it. Then the tutor says one substitute word and the learners say the key sentence inserting the substitute word at the appropriate place. For example:

<u>Tutor</u>	<u>Learners</u>
Sìyìvé Wùitààazù.	Sìyìvé Wùitààazù.
..... Yègélésì. Yègélésì.
..... Flánzùzúízu. Flánzùzúízu.

and so forth.

B. The Question-Answer Drill

Once the answers have been drilled and mastered, the question-answer drill should be introduced. This is done by asking the learners where they are from. This drill can be enhanced by drawing a map and having the tutor point to the different countries in the drill. The drill can also be switched to include Liberian cities or even Lorma towns.

C. Question-Response-Substitution Drill

1. Mìné yà èzíyíá nà gè?
(Where are you from?)

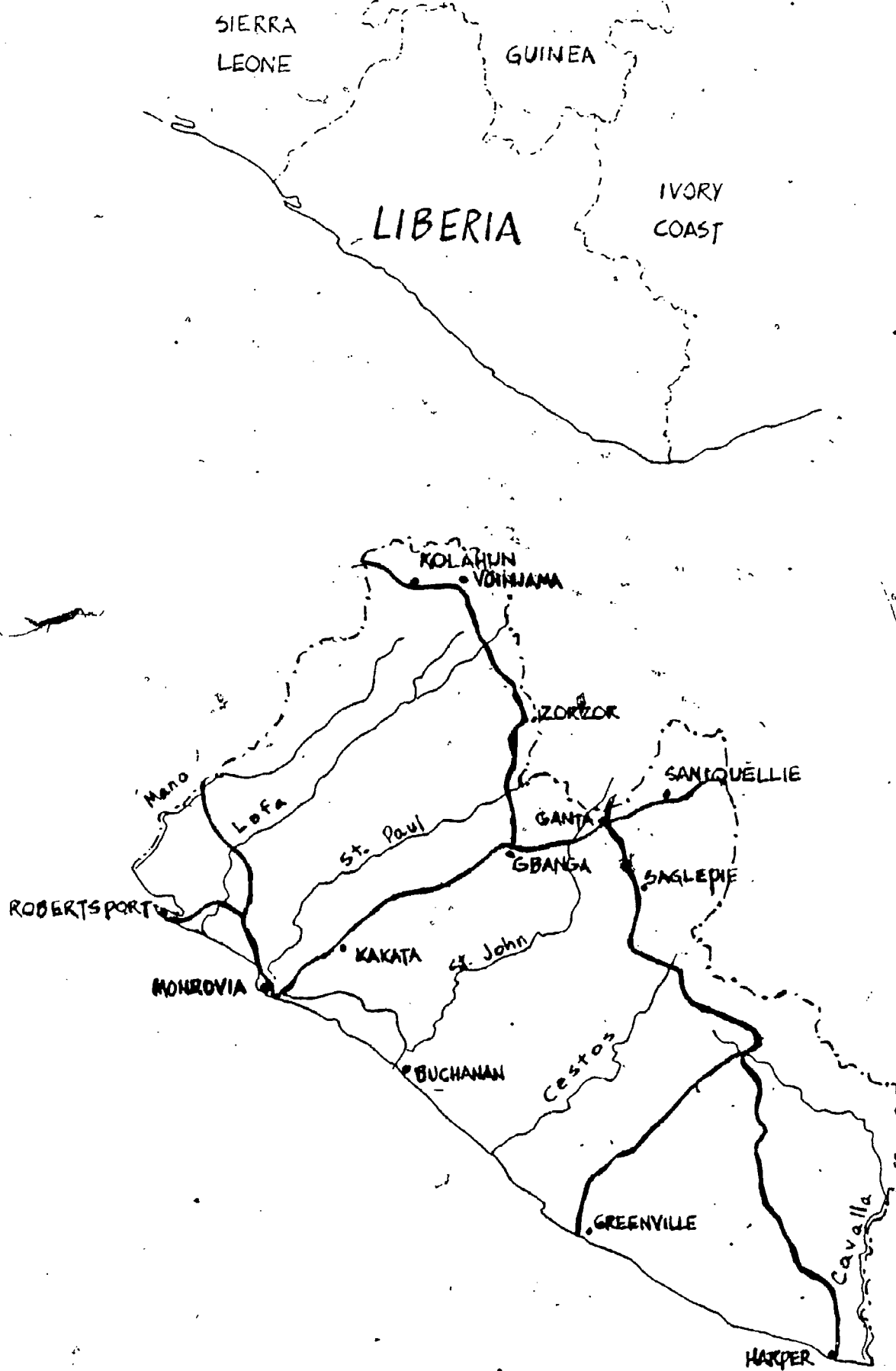
Gízìyìvé Wùitààzù.
(I am from America.)

..... Yègélésì. (England)
..... Flánzùzúfzù. (France)
..... Sàlàlónyúfzù. (Sierra Leone)
..... Áfélékòyúfzù. (Ivory Coast)
..... Gíníyúfzù. (Guinea)
..... Làbífàyúfzù. (Liberia)

2. Zúízèbée yáá wuláásù?
(What country are you from?)

Gà gàà Wùitààzùnúú.
(I am an American.)

..... Yègélésìnúú. (Englishman)
..... Flánzùnúú. (Frenchman)
..... Sàlàlónnóúú. (Sierra Leonean)
..... Áfélékònúú. (Ivorian)
..... Gínìnúú. (Guinean)
..... Làbífànúú. (Liberian)



3. Tíí zè è yà kée?
(What work do you do?)

Gà gàà tisei
(I am a teacher. (Kálámòì))

..... Píí skò nùù. (P.C.V.)

..... tíí bálà à kée nùù. (odd job
worker)

..... kámí ídà. (carpenter)

..... gómé ntí íí yéé nùù. (govern-
ment worker)

..... kpálá gálí íí yéé nùù. (farm
worker)

2. GRAMMAR, EXERCISES AND CULTURAL NOTES

2.1 Tone

Lorma is a tone language which means that tone can be used to distinguish the meaning of words. This is particularly true of the Lorma pronouns where tone is the only acoustic signal used to mark the difference between two pronouns.

èlììní...You went.

èlììní...He went.

dòtòzù...his body

dòtòzù...my body

Gèlììní...I am going.

Gèlììní...We are going.

The tonal system of Lorma is very complex because the tones of a given word may change according to the context it is in, as in the following forms:

péléí...the house

péléí...the road

péléwòlégìì...the old house

péléwòlégìì...the old road

pélénììnéì...the new house

pélénììnéì...the new road

Here the tone of the adjectives is determined by the class of the preceding noun. péléí 'road' is called a high-conditioning word because it causes a following word in some contexts to be high toned, while péléí 'house' is called a low-conditioning word because it causes a following word in some contexts to be low toned. These contexts will be mentioned as you encounter them in the grammatical section of each lesson. In the lexicon, words will be marked with either an H or an L indicating the type of influence that the word can have on the following word.

2.2 Tone Drills

A. Instructions

- 1) First the tutor reads each pair responding: my...his, or his...my depending on the order of presentation.
Note: The learning of pronouns is likely to cause some confusion owing to difference in meaning of "my X" when used by the tutor and when used by the learner. If a problem arises, the learners and tutors will have to come to an agreement.
- 2) The tutor reads down each column only one word at a time and the learner responds accordingly.
- 3) The tutor touches the appropriate body part and says "my X." The learners respond by touching their own body part and responds identically. If the tutor touches and says "his X," the students do not respond.
- 4) The tutor points to the body part on a chart. (A stick figure will do) and says "his X." The learners respond by repeating "his X." If the tutor says "my X" the learners respond by saying "my X" and touch their X.

B. First vrs. Third Person Tone Drill

The following pairs are possessive forms, one meaning "my," the other meaning "his," the "my" form begins with a low tone, the "his," with a high tone.

1.	gààzùvè	gáázùvè	my eye	his eye
2.	sòkpàì	sókpàì	my nose	his nose
3.	wùngíí	wúngíí	my head	his head
4.	góí	góí	his ear	my ear
5.	kówóí	kówóí	his foot	my foot
6.	zèè	zéé	my hand	his hand

Note: Lorma has many different sets of pronouns used to mark different types of possession, tense and case. These will be explained as you come across them.

C. Second and Third Person Tone Drill

1.	ébílì	èbílì	he got lost	you got lost
2.	évàà	évàà	you came	he came
3.	èlìà	élìà	you went	he went
4.	ébìzè	èbìzè	he ran	you ran
5.	ézeìà	èzeìà	he sits	you sit
6.	èlòò	élòò	you stand	he stands

D. First Singular First Plural Tone Drill

1.	gèlíí	gélíí	I went.	we went
2.	gevàà	gevàà	I came	we came
3.	gebìzè	gebìzè	we ran	I ran
4.	gezéí	gezèì	we sit	I sit
5.	gelóó	gelóó	I stand	we stand
6.	gèyèní	gèyéní	I was	we were
7.	gebííí	gebííí	we got lost	I got lost

2.3 Nasalized Vowels

Lorma has both nasal and nonnasal vowels. This means that in the production of some Lorma vowels some of the sound passes through the nasal passage. Nasalized vowels are not often used to contrast different words in Lorma, but are heard in a number of places. (In the following examples, nasalized vowels are marked with a tilde (~) over the vowel.)

(1) After nasal consonants:

nínégíí...rat

máázíí...type of plantain

nííkéí...cow

(2) After "weakened" nasal consonants:

yówú...bad compare Mende: nyamu
 kówégíí...bee compare Mende: komi

(3) Before a nasal + consonant cluster:

wúngíí...head
 páíntí...pint
 mólóngíí...rice

Because the presence of nasals can be determined from the surrounding context (the presence of another nasal) there is no need to mark the nasal vowels (using the tilde ~) when writing Lorma. It is important, however, to remember that these vowels are nasalized.

2.4 Vowel Length

Lorma has both long and short vowels and while long vowels are frequently found in Lorma, they are rarely used to mark significant differences. Nevertheless paying attention to vowel length in Lorma will help you to understand Lorma more easily and be more easily understood.

The following points will help you detect vowel length.

(1) Nouns usually have two vowels, whether they have an intervocalic consonant or not:

péleí	líí	house	go
kóweí	sée	foot	elephant
kísegíí	súú	pepper	animal
kóboí	váá	pangolin	news
gúlíí	vái	tree	the news
kpóógíí		door	

- (2) Some verbs and most postpositions can be monosyllabic.

gíí	bó	cook it	say it
wolò	fě	finish	give it
yě	bá	be	on it
sù	vá	in me	come

- (3) Pronouns can be long or short.

nàà	gè	I
yàà	è	you
yáá	é	he

- (4) Near minimal pair.

A minimal pair is a pair of words which differs only by one phonetic contrast, and shows that the phonetic distinction is an important one in the language. The minimal pair below shows that vowel length is important in Lorma. Actually, the example given is a near minimal pair since in addition to the difference in length, there is a contrast between s and z.

máázágìì	máságíí
(banana)	(chief)

2.5 Cultural Note: Greetings

Greetings are often so stylized that their form becomes frozen. For example the Lorma fáíyòwú lè sù is usually given in the greeting even if the speaker is bearing bad news. Yet even after the greetings are over, you will find that there are a number of topics that are raised again and again. In your everyday experiences with Liberian friends, regardless of the language involved, make note of the kinds of questions that are asked, not only of you, but which Liberians ask each other. You will find that this will help you in knowing what to say. After all, communicative competence involves not only how to talk, but what to talk about.

3. SUGGESTIONS FOR LEARNER INITIATED STUDY

3.1 Family Background

You can expect to be asked repeatedly about your family background, so often that it will be worth your while to prepare a monolog about your background for you to memorize. You should work out such a monolog with your tutor to record it on tape. Once it is on tape, memorize it. Remember, in memorizing the monolog, comprehension precedes production. Make sure you understand what you are saying before you try to say it. The following paragraph is representative of the type of biography you should construct.

Sample Biographical Monolog

1. Nàdààzéííí yàà gàà Susan Smith.
My name is Susan Smith.
2. Kùlòvé Wùitààzù.
I come from the United States.
3. Ánáábò láííí Wùitààzù.
Ann Arbor is the name of the town.
4. Kèyà náááázéííí yàà gàà Jín.
My father's name is James.
5. Tóó tíííyèèzú fátòléézù.
He works in a factory.
6. Dèè náááázéííí yàà gàà èlízábè.
My mother's name is Elizabeth.
7. Tóó tíííyèèzú stógííííí.
She works in a store.
8. Dèyèzùnífí yàà ná táá nàzèííííí.
I have a brother and sister.

9. Nàzèilài yàà gàà núúwùtìì. Dógìtálíí màawólízù.
My sister is older. She is studying to be a doctor.
10. Nàzèilài nàdààzéííí yàà gàà élìn.
My sister's name is Ellen.
11. Dèyèíí nàdààzéííí gé yàà gàà Bìù.
My brother's name, it is Bill.
12. Tó tííma wólízù kólóvéléwàláíwù.
He is studying in the university.
13. èwóíni, èyàà gàà íngíníá.
He wants to be an engineer.
14. Gèwólóá kólóvéléwàláíma. Gè wòlòvàà màawólónì.
I have finished university. I studied history.
15. Gèváá Làbííà gàà gè kólólé.
I have come to Liberia to teach school.

You may find it useful to have your tutor prompt you, by asking you a question that will prompt the forgotten line. For example, for line 12 he might ask, "what is your brother studying?" With this in mind, note how easy it is to turn this monolog into a dialog.

4. VOCABULARY

Áfélékòyúizù...Ivory Coast

bìlì...to get lost

bìzè...to run

dáázéigíí, láázéigíí...name

dógitáí...doctor

fátolée...factory

Flánzúzúizù...France

gàà...to be

Gíníyúizù...Guinea

góméntíí...government

gómétííyěénùù...government
worker

yàà, (káá)...identificational
verb (see lesson I)

íngíníá...engineer

kámííà...carpenter

kólóvéléí...school (book house)

kólóvéléwáláí...university (big
school)

kpálágíí...farm

kpálálííyěénùù...farm worker

lǎálííizú...to greet, greeting

Labííayúizù...Liberia

màawólíizú...to study

míné...where

núí...person

Píískò...Peace Corps Volunteer

pú, wù...in, at

Sàlálíonyúizù...Sierra Leone

síyí...to come from, rise

stóógíí...store

táí, táá...town

tíí...to work

tííbaláakéénùù...odd job worker

wóló...to finish, complete

Wùí...Kwí, Western

Wùitáazù...America

Wùitáazunù...American

Yégélésì...England

zébée...what (what kind when used
as adjective)

zúizù...country

LESSON IV



1. TEXT

1.1 Dialog: èlèè yáá ná?

- | | |
|---------------------|---------------------------|
| 1. Yà ná? | 2. Yákpóló, èvää? |
| | 3. Vááβεε sù? |
| 4. Fááyówú lé sù. | |
| 5. èṇììní gàà págò? | 6. Gèṇììní gàà págò. |
| | 7. èlòtòzù wódové? |
| 8. Dòtòzù wódové. | |
| 9. èlèèi yáá ná? | 10. Dèèi yáá ná gàà págò. |
| 11. èyèyà yáá ná. | 12. Kèyà yáá ná gàà págò. |

Dialog continued,

13. Gálá màrà.

14. èlùì yàà ná?

15. Dùìlòtòzú lè wódónf.

16. Tóó zèèbézú?

17. Ówé, tóó zèèbézù.

18. Bèéná, èlùìvàázú.

Breakdown: èléé yáá ná?...How is your mother?

9. èlèè yáá ná?

How is your mother?

Literally: Is your mother there?

è...your

lèè > déé...mother (see grammatical notes for explanation of
of consonant change)

yáá... is (identificational sentence marker: see Lesson I).

ná...there

10. Dèè yáá ná gáà págò.

My mother is well.

Literally: My mother is there with goodness.

Déé...my mother

gáà...with (marks adverbial modification)

págò...good

11. èyèyà yáá ná?

How is your father?

12. Kèyà yáá ná gáà págò.

My father is well.

14. èlùì yáá ná?

How is your child?

lùì, dúú...child

15. Dùìlótózù lè wódóní.

My child is not well.

Literally: My child's body is not clear (healthy).

lè...not

wódóní...negative form of wódovè.

16. Tóó zèèbézù?

Is she sick?

Literally: Is she in sickness?

zèèbé...sick (from séébé)

18. Bééná, èlùìvàázù.

I'm sorry your child is sick.

Literally: I'm sorry about your child's condition.

Bééná...I'm sorry.

vàázú...condition

1.2 Learning the Dialog

The steps in learning the dialog given below contain some new techniques which you should add to your set of learning procedures.

a) Recognition: Before you try to repeat the dialog, you should be aware of what it means.

1. Listen to the text before you study the breakdown. Try to understand as much as you can.
2. Study the breakdown so that you understand how the sentence is constructed as well as the meaning of the individual words.
3. Listen to the text again while looking at the text to make sure you can relate the written word to the spoken word.
4. Listen to the text again, this time without looking at the text. Make sure you can still understand the text.
5. Practice writing down the text using a dictation exercise. Repeat this drill until you can write it all down correctly, including the tone marks.

b) Production: Once the learners have carried out the first five steps, it is time for them to practice pronouncing the sentences.

1. Articulation. The learners should go over each sentence again with the tutor until the learners can articulate the sentence to the best of their ability. The tutor should try to correct all errors before moving on to the next sentence.
2. Repetition. The learners should repeat the text, sentence by sentence four or five times or until they can say it easily and at a normal rate of speed.

3. Tracking: Tracking differs from repeating in that the learner says the text right along with the tutor or tape, or the learner repeats the text after a half second or so delay. The later exercise should be done with a tape recorder only. This drill is intended to separate the learners' ability to listen from their ability to articulate these sentences.
4. Memorizing. There are several ways to complete the task of memorizing the dialog. (The learner should note that at this point, the task is almost completed.) Below are some suggestions.
 - A. Write out the text from memory.
 - B. Ask your tutor to cue you when you attempt to recite the dialog from memory.
 - C. Practice random sentence completion. Here the tutor selects the beginning of sentences in the dialog and the learners complete them. The closer the learner gets to the total memorization of the dialog, the shorter the sentence beginnings need to be.

2. GRAMMAR, EXERCISES AND CULTURAL NOTES

2.1 Initial Consonant Change

You have already encountered a number of words which have appeared with two different first (initial) consonants. This changing of consonants is a general phenomenon found throughout Southwestern Mande (Lorma, Kpelle, Bandi, Mende and Loko) and involves a rather complicated sequence of events which need not concern the learner.

Rather than understand why these consonants change, the learner needs to know the conditions under which these consonants change, and what consonants they change to.

2.2 The Changes

One way to understand this kind of change is to first divide Lorma consonants into two sets, one consisting of "strong" consonants and the other of "weak" consonants. A strong consonant is one that has a relatively strong obstruction in the mouth. These include p, t, k, kp (known as stops because the air in the mouth is actually stopped or blocked by the tongue, lips, etc.) and the f, s, z (known as fricatives because these sounds involve the obstruction of the airstream in the mouth to produce friction or turbulence which gives these sounds their distinctive sounds). A weak consonant either loses this obstruction and becomes a fricative (γ , β), a liquid (l) or a glide (y and w) or picks up voicing (\bar{b} and v), (see the chart on the following page).

Each alternation involves one strong member and one corresponding weak member. In this book, we have chosen to take the strong consonant as basic (the one that will be used for dictionary listings of words, for example) and the one which usually appears at the beginning of words. The weak variant is the one that appears when the word is part of a larger word. These conditions are elaborated in section 2.3.

To make matters worse, some strong consonants (p, b, k and g) have more than one weak variant depending on whether the vowel following the

2.4 Examples of the Initial Consonant Changes

	<u>Strong ~ Weak</u> Words with i, e, ε, a	<u>Strong ~ Weak</u> Words with u, o, ɔ	<u>Strong ~ Weak</u> Words with V
*p ~ v/w	pélé ~ vélé...road	póbó ~ wóbó...okra	
b ~ v/w	bílí ~ vflí...goat	bùlón ~ wùlón...plum	
t ~ l	tééwù ~ lééwù...chicken	tówó ~ lówó...bean	
d ~ l	dée ~ lèè...mother	dódó ~ lódó...wart	
k ~ γ/w	kízè ~ γízè...pepper	kóló ~ wóló...salt	káín, ~ ɲáín...seed
g ~ γ/w	gfléwù ~ γíléwá...dog	gúló ~ wúló...oil	gíín, ~ ɲíín...bike
kp ~ ɓ	kpásá ~ ɓásá...okra		
f ~ V		fóló ~ vóló...sun	
s ~ z		súó ~ zúó...animal	
z ~ y	zíé ~ yíé...water		

(*See note C, Chapter 2, Section 2.1.)

While the learners may find it helpful to conceptualize the phenomenon in terms of "strong" and "weak", they will find that these paired alternations will simply have to be learned individually.

2.5 The Conditions for Initial Consonant Changes

Whether a consonant will weaken or not depends on the preceding word or part of a word. If the word begins a phrase, or is preceded by a strengthening word, the initial consonant will remain strong. If on the other hand, the word is preceded by a weakening word the initial consonant will weaken.

Word beginning a phrase	After a strength- ening word	After a weak- ening word
pélé.....house	wùìpèlèì.....Kwi house nàpèlèì.....my house	zúwìvèlèì.....man's house yàvèlèì.....your house
kóló.....book	wùìkòlèì.....Kwi book nákóléí.....his book	zúnúwòlèì.....man's book táwòlèì.....their book
dáámíí...food	wùìdààmìì....Kwi food nàdààmìì.....my food	zúnúlààmìì....man's food tálààmìì.....their food

In learning when (the initial consonant of) words weaken, the learner will have to learn which words are weakening words and which words are strengthening ones. In this regard, the following comments:

- There are more weakening words than strengthening words.
- There is no semantic basis for the division of words into strengtheners and weakeners. Historically strengthening words are words which once ended in a nasal consonant. This protected the following consonant from weakening. Weakening words on the other hand, were words which did not end in a nasal consonant but ended in a vowel, and it was between vowels that consonants weaken. Since that time the nasal-vowel distinction at the end of words has been lost for the most part.
- Nouns which take a -gii definite suffix, máságìì, kpáságìì, are strengtheners while nouns which take an -i definite suffix are weakening words.
- The first and third person pronouns, often represented by simply a tone on the next word, are strengtheners, whereas the remaining pronouns are always weakeners.

(Note: originally the first and third singular pronouns were nasal consonants.)

2.4 Possession

Lorma has two types of possession: inalienable and alienable. Inalienable possession concerns one's family members and body parts: items which can not really change ownership. Alienable possession concerns things which one can get rid of. These two kinds of possession are characterized by two different types of possessive pronouns.

	<u>alienable</u>		<u>inalienable</u>	
Singular	my	nà	<	*n
	your _s	yà		è
	its	ná	<	*n
Plural	our _x	gá		gě
	our _n	dá		dé
	your _p	wà		wò
	their	tá		té

2.5 Cultural Note: Two Types of You.

There are two pronouns glossed as "your." The one marked your_s is singular, meaning 'only one you,' while the one marked your_p is plural, meaning 'more than one you.'

2.6 Cultural Note: Two Types of We

There are also two pronouns marked "our." These pronouns differ as to whether the person being addressed is included or not, a distinction not made in English. Note, that the following sentence is ambiguous.

We are going to town.

That is, is the person to whom this sentence is being directed included in the statement or not? The above sentence has two possible Lorma translations dependent on this notion of exclusivity.

Ga liizu taizu.... We (and not you) are going to town.

Da liizu taizu.... We (including you) are going to town.

To avoid problems of ambiguity in translation, the exclusive pronoun is marked with an x subscript (e.g., we_x) and the inclusive pronoun is marked with an n subscript (e.g., we_n).

2.7. Inalienable Possession

These two sets of pronouns are clearly related, differing principally in the vowel, with the tones and the beginning consonants remaining the same in both sets. The first and third person, singular, inalienable, possessive pronouns now appear as tones on the following words and prevent the following consonant weakening. (Originally these pronouns were syllabic nasals which were absorbed by the following consonants. The nasals can still be seen in the alienable forms.)

The learner will experience difficulty in two areas, 1) remembering which pronoun to use and 2) remembering when and how to weaken the consonant. The paradigms below are designed to give the learner a general picture of how the inalienable possessive pronouns operate.

	hand	body	nose	foot
my	zèè	dòtòí	sòkpàì	kòwèì
your	èyèè	èlòtòí	èzòkpàì	èwòwèì
his, her, its	zée	dótòí	sòkpàì	kówéí
our _x	géyée	gélòtòí	gézòkpàì	gèwówéí
our (in)	déyée	délòtòí	dézòkpàì	dèwówéí
your (p)	wòyèè	wòlòtòí	wòzòkpàì	wòwòwèì
their	téyèè	télòtòí	tézòkpàì	tíwówéí

2.8 Learning Inalienable Possession

On the following pages, are a number of charts depicting various family members and body parts. These may be learned using the general set techniques mentioned below:

- a) Totally Passive. Tutor points to picture one and says the word, or sentence associated with the picture. Each time the tutor says the word or sentence the learner points to the picture. At some point, after three to five repetitions the tutor will say the word in the second picture; the learner, noting that what was said was not a repetition points to the next picture. Then the tutor randomly says the words for the first two pictures. Once recognition is established the tutor incorporates the third picture in the same way as the second. This process is completed until all the pictures have been incorporated.
- b) Dictation. After hearing the words or sentences associated with the pictures, the learner should practice writing the words down, either before or after studying them. The purpose of this exercise is to draw the learner's attention to the correct pronunciation of the words.
- c) Partially Active: Repetition. The learner, using the same progression used in (1.2) asks the tutor "what is this?" while pointing to one of the pictures. The tutor responds with the appropriate word or sentence and the learner repeats the tutor's response. At this point the tutor should correct any mispronunciation. This drill can be run in two ways. One in which the learner mindlessly repeats what the tutor tells him, and one in which the student forms a hypothesis of what the tutor is going to say. That is, in the first, the learner is simply listening to the answer; in the second, the learner is listening for the answer. Needless to say, the second way is the superior form of learning experience.

- d) Fully Active. In this drill, the teacher does the asking and the learner does the answering. The same buildup as in Drills a) and c) should be used.

A word of caution:

You will find that pronouns present a special problem, that of reference. This arises in situations where A asks B, "How do you say in Lorma 'my book'?" B is very likely to respond to A, in Lorma yàwòlèi... 'your book', whereas A really wanted B to simply translate the term giving the equivalent nàkòlèi... 'my book.'

In learning the pronouns there are a number of ways to resolve this problem.

- 1) Since the third person pronouns do not present a reference problem, learn them first.
- 2) The tutor and learner should talk about the difference between translation and conversation.
- 3) Drills should be devised to be unambiguous. For example:
 - a. Tutor points to his head, eye, ear, etc. and says "my X." Learners point to their analogous part and repeat "my X."
 - b. Tutor says "your head, eye, ear" and learners either point to their own analogous organ or say "my X."

CHART I

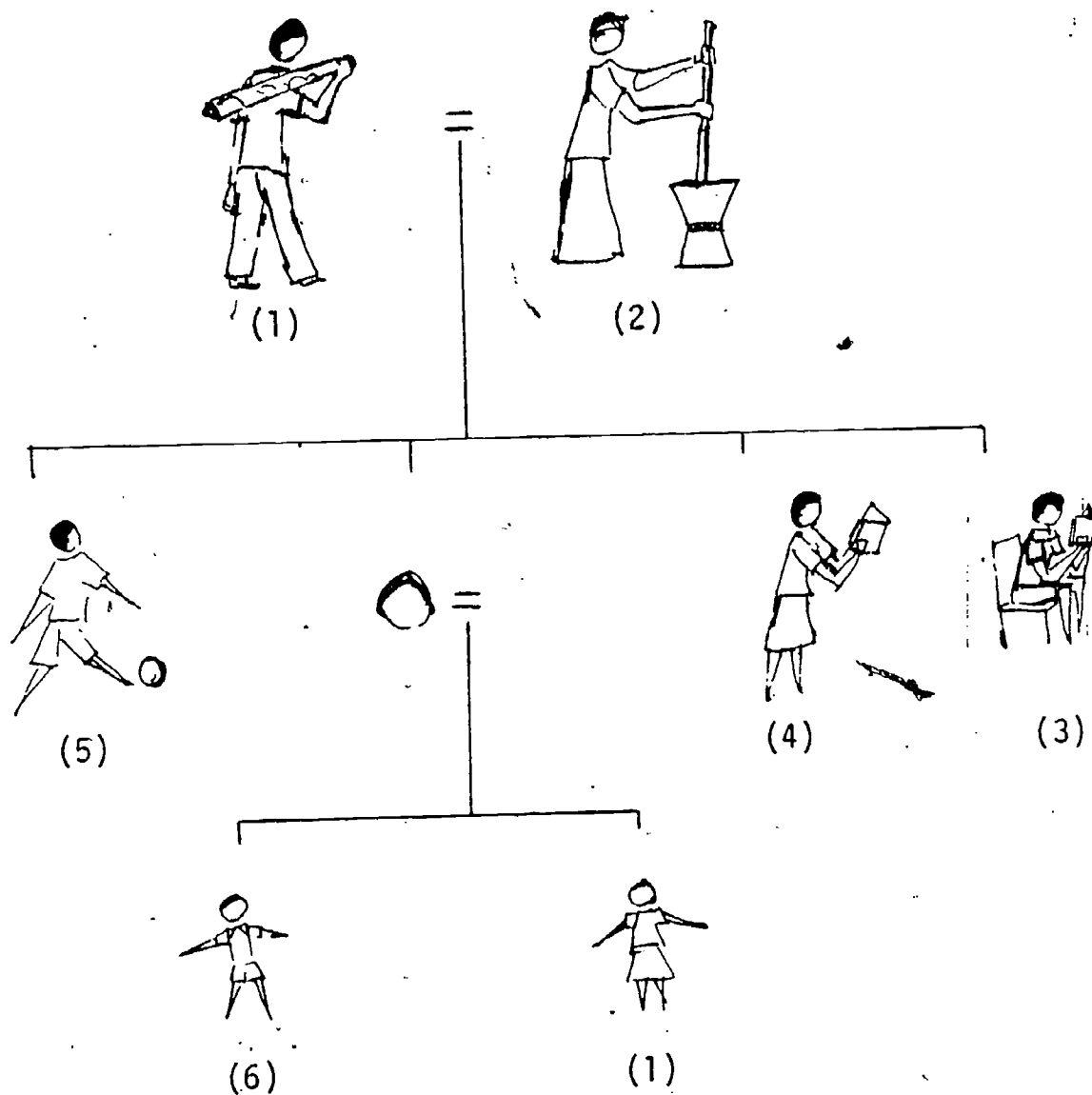


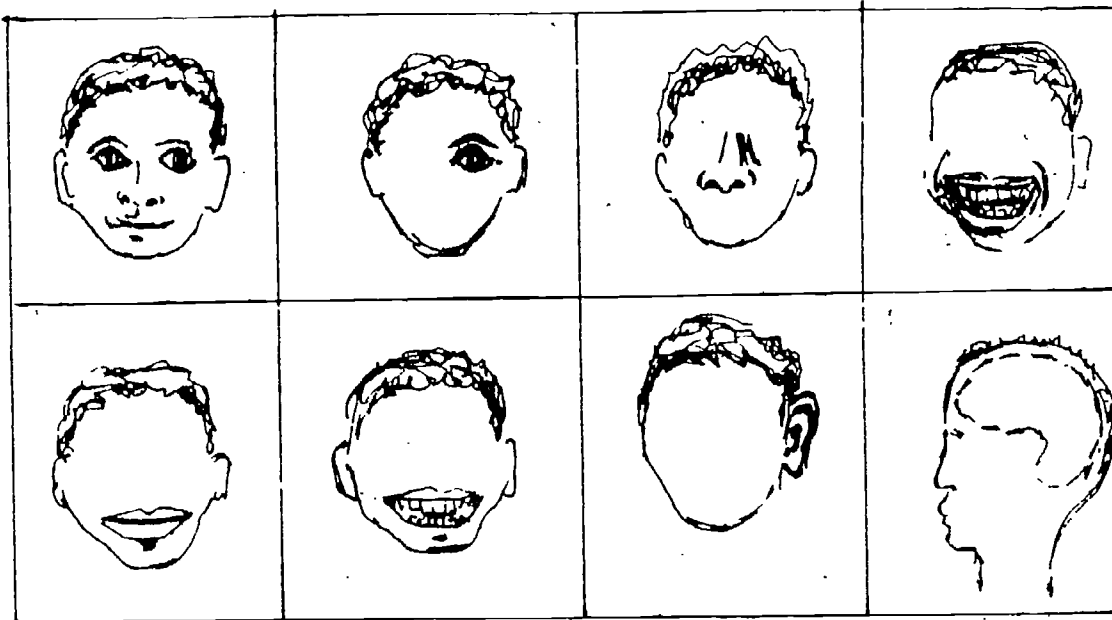
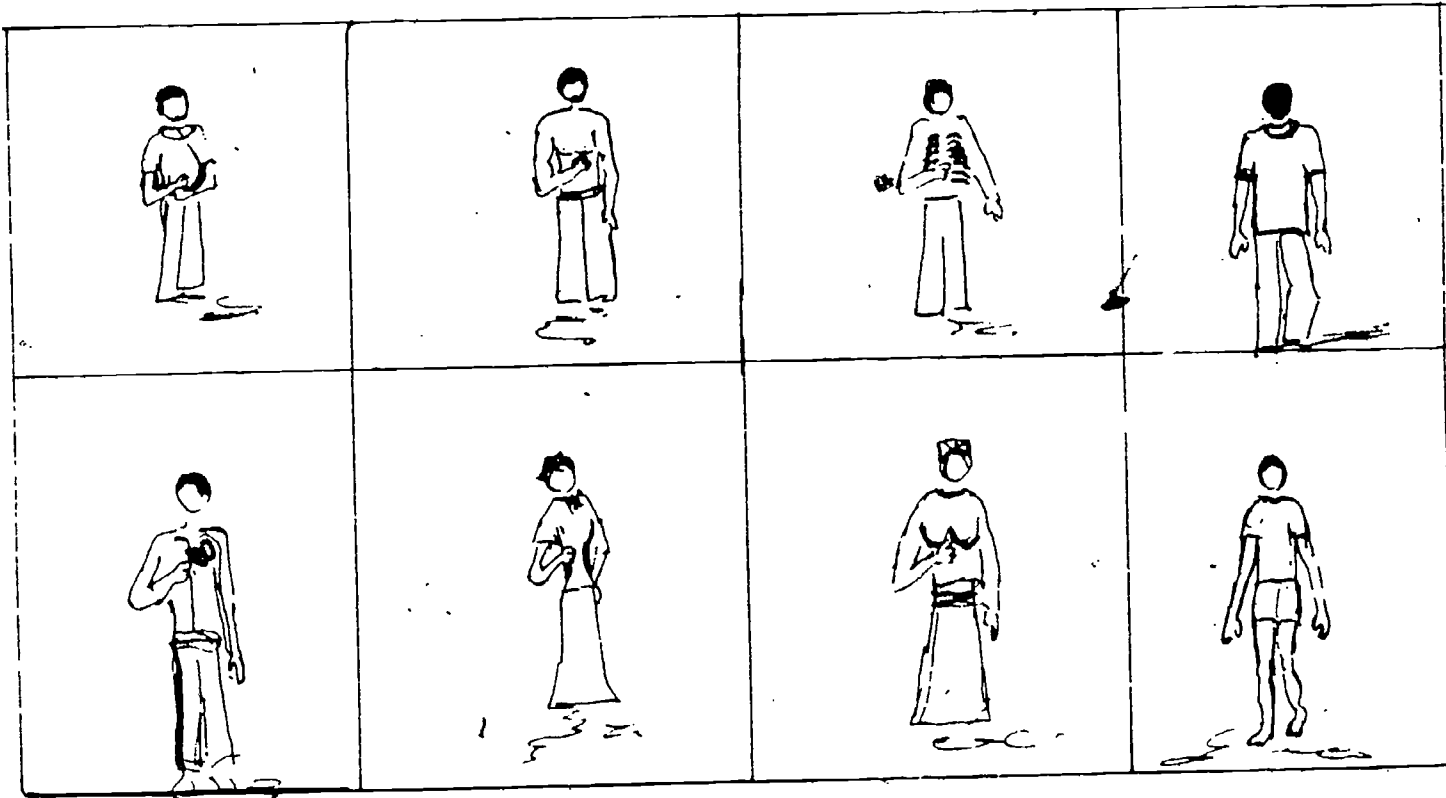
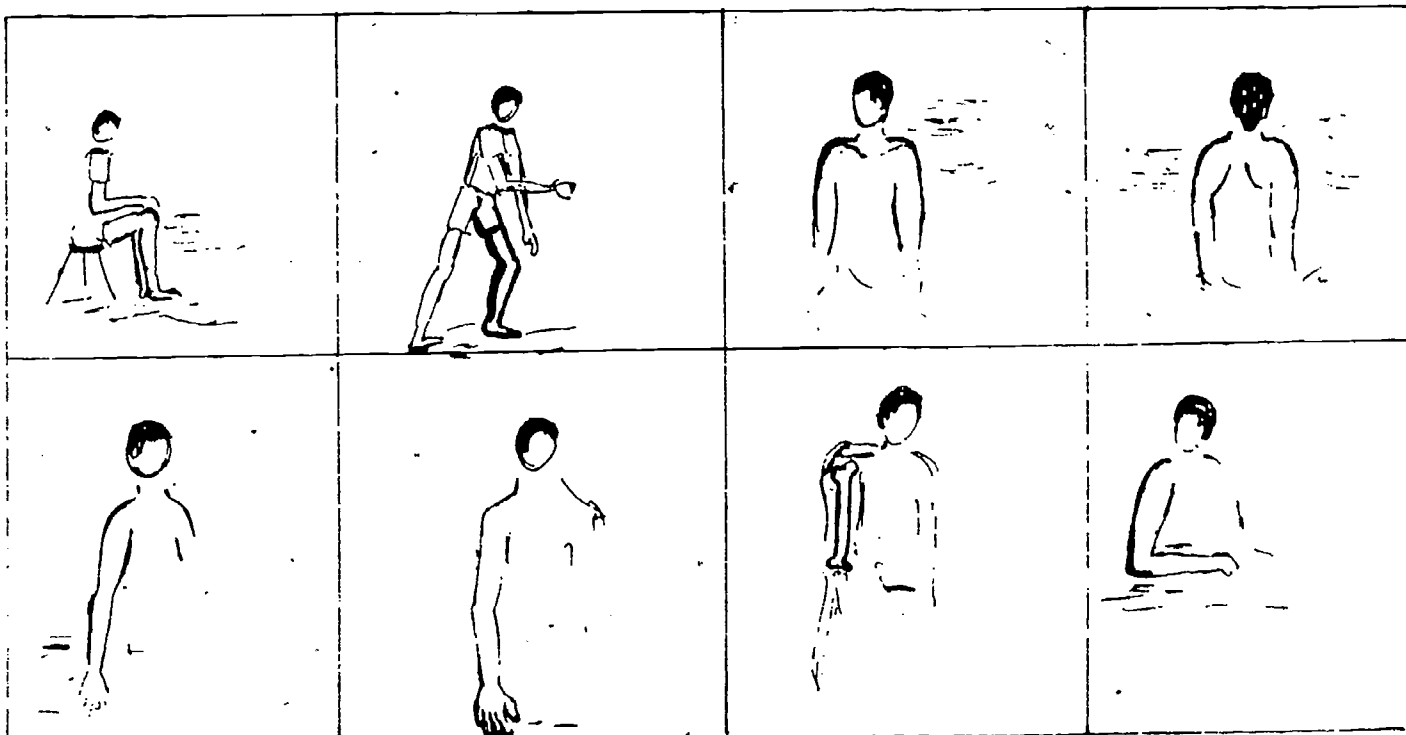
CHART II

CHART IIICHART IV

Set 1

my _____ your _____ his _____ their _____

- | | | | |
|----------------|----------|----------|----------|
| 1. father | kèyà | èyèyà | kéyá |
| 2. mother | dèè | èlèè | dée |
| 3. older bro | dììyè | èlììyè | dííyè |
| 4. younger bro | dèyì | èlèyì | déyí |
| 5. sister | nàsèìlài | yàzèìlài | nàsèìlài |
| 6. daughter | dùì | èlùì | dúí |

(Note: sister is treated as an alienable noun.)

Set 2

my _____ your _____ his _____ their _____

- | | | | |
|----------|------------|-------------|------------|
| 1. head | wùngíí | èwùngíí | wúngíí |
| 2. eye | gààzùvè | èyààzùvè | gáàzùvè |
| 3. nose | sòkpàì | èzòkpàì | sókpaì |
| 4. mouth | dààvè | èlààvè | dáàvè |
| 5. lips | dààwòlògíí | èlààwòlògíí | dáàwòlògíí |
| 6. teeth | ṛììgìì | èṛììgìì | ṛíígìì |
| 7. ear | gòì | èwòì | góí |
| 8. brain | wùṅkpólóí | èwùṅkpólóí | wúṅkpólóí |

Set 3

my _____ your _____ his _____ their _____

- | | | | |
|-----------|------------|-------------|------------|
| 1. belly | kòógíí | èwòógíí | kóógíí |
| 2. chest | kèkègíí | èyèkègíí | kékègíí |
| 3. side | kèkèkàmàvé | èyèkèkàmàvé | kékèkàmàvé |
| 4. back | pùlùvè | èwùlùvè | púlúvé |
| 5. heart | zìì | èyìì | zíí |
| 6. waist | sààmàvè | èzààmàvè | sáàmàvè |
| 7. breast | ṛìṛì | èṛìṛì | ṛíní |
| 8. body | dòlòzù | èlòtòzù | dótòzù |

Set 4

my _____

your _____

his _____

their _____

1. belly	nyìbìì	ènyìbìì	nyíbíí
2. leg	kòwèì	èwòwèì	kówéí
3. shoulder (1)	kàlàgàvè	èyàlàgàvè	kálàgàvè
4. shoulder (2)	kpàkígìì	èbàkígìì	kpákígìì
5. arm	bòkògìì	èwòkògìì	bókògìì
6. palm	zèyàvè	èeyàvè	zèyàvè
7. bone	mààyàì	èmaàyàì	máàyààì
8. elbow	zèèbòbòlààvè	èyèèbòbòlààvè	zèéèbòbòlààvè

2.9 Cultural Note: Pointing

Pointing with your finger at someone is often considered to be insulting in many parts of Africa and consequently should be avoided. In this unit, since you are learning the various passive pronouns, body parts and family names, a certain amount of finger pointing will be involved. Yet this is an unnatural situation. Once you arrive at your permanent location, it is advisable to determine the extent to which pointing with the finger is used, or what other means of indicating objects are used.

There are two ways of finding this knowledge. First is to ask. However, do not rely on a single source, there are variations due to cross cultural contacts as well as different individual view points. The second is to observe. However when observing it may be necessary to note who is involved in the incident. Age, sex, education may all be factors.

2.10 Cultural Note: Abstractions

If you ask a Lorma speaker to give you the word for a body part, say 'foot', the person will ask you 'whose foot.' You respond by saying that you want the general term, without specifying whose it is. The speaker may tell you that there is no such word. On the basis of this, you may be tempted to conclude that Lorma speakers cannot deal in abstractions, but this is clearly incorrect because other words such as book, house, egg are

easily abstracted. The reason that the speaker is reluctant to give you the general term is because in inalienable possession, the first and third person pronouns have merged with the general term so that an independent word for 'foot' no longer exists.

3. SUGGESTIONS FOR LEARNER INITIATED STUDY

3.1 Family Terminology.

In Lesson II, section (2.2), you were given some exposure to the terminology relating to the family. At this point you can continue the grammatical drill presented in this lesson and increase your vocabulary knowledge by practicing the possessive singular forms of the expanded set of family names.

3.2 Plural Possession

In the grammatical part of this lesson, you were given drills to practice the singular possessive forms. In this section develop with your tutor, using the same techniques presented in section 3, additional drills using the plural inalienable possessive pronouns.

3.3 Children's Chant

The following suggestion comes from Beginning Loma (Revised Edition) by E. Terplin et. al. (no date).

Children's Chant

The following chant is taken from a children's game which is sung to help learn the names of trees. It is adapted here to help you learn Loma nouns. In the position where a Loma child would give a tree name, you will substitute any Loma noun in the general form. Repeat the chant several times after the teacher. Then begin with each student taking his turn substituting a general noun, and therefore loses the rhythm of the chant, he must leave the game. Continue until only one student is left.

góngólà veé, a veé

góngólà (pale).

góngólà veé, a veé

góngólà (koko).

Note: Use this drill to practice the names of the body parts.

4. VOCABULARY

bééná...sorry

bókógìì...arm

dááwòlògíí...lips

kálágávè...shoulder (front)

kpákígìì...shoulder (back)

mááyàì...bone

ńíígìì...tooth

ńíní...breast

págò...well (healthy)

sààmàvè...waist

séébé, zéébé...sick, ill

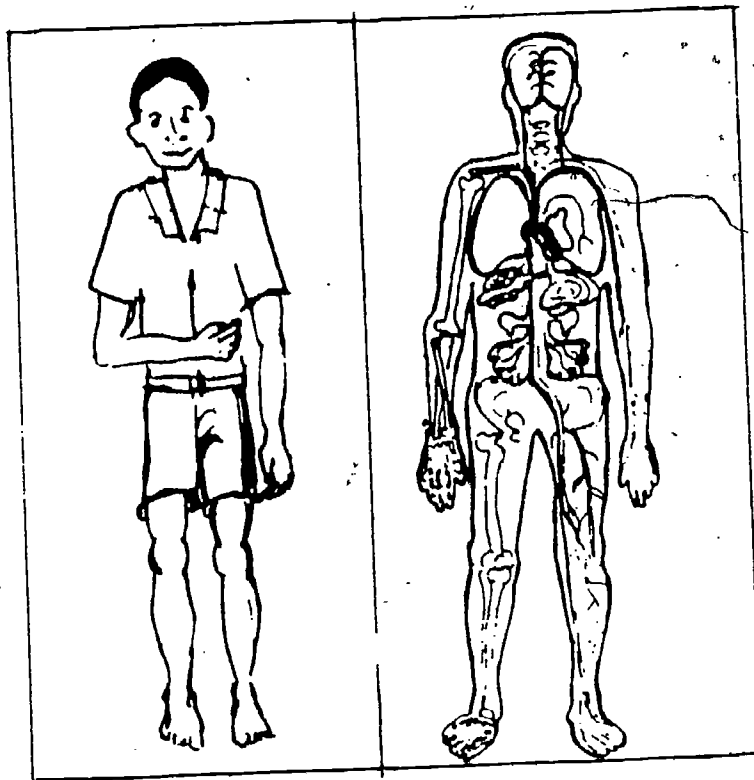
vàázú...condition (lit: coming)

wunkpólóí...brain (head marrow)

zéébòbòlàavè...lips

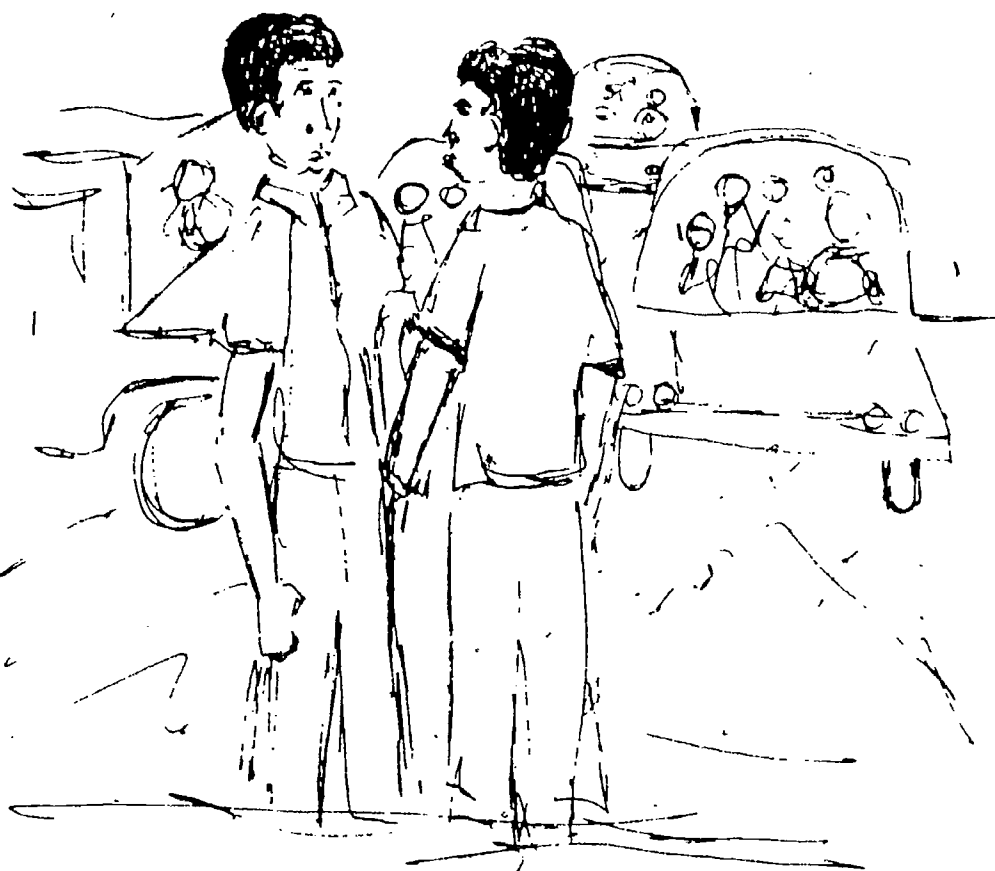
zéyávè...palm

zíí...heart



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LESSON V



1. TEXT

1.1 Dialog: Mìné yàà èlìì nà?

- | | |
|-----------------------------|------------------------------|
| 1. <u>è</u> yà ná? | 2. Pèwù, 'èvàà? |
| 3. Vááǎǎéé sú? | 4. Fááyóǎwú lè sú. |
| 6. Gálá mààmà. | 5. <u>è</u> ǎììní gàà págò? |
| 8. Mìné yàà èwùláá nà? | 7. Gálá mààmà. |
| 10. Mìné yàà èlìì nà? | 9. Gàwùláá kólóvéléíwù. |
| 13. Yàzìèláíìlòtózù wódóné? | 11. Gàlììzú Físébù. |
| 16. Bèéná yàzìèláííwàazù. | 12. Gàlììzú nàsìèláí vètèsù. |
| | 14. Dótózù lè wódóní. |
| | 15. Tóó zèèbèzù. |

Breakdown: Mìně yàà èlìì nà?...Where are you going?

8. Mìně yàà èwuláá nà?

Where did you come from?

Mìně...where

wuláá...to come out of, come from (past tense of kùlò)

9. Gàwuláá kólóvéléíwù.

I come from school.

kóló...book

vélé, pélé...house

kólóvéléí...the book house = school

wù, bú...in, under

10. Galiizú Físebu.

I'm going to Fisebu.

12. Galiizú nàsièlái vétèzù.

I'm going to see my sister.

16. Béeená, yàzièláiívààzù.

I'm sorry about your sister's condition.

1.2 Learning the Dialog.

By this time, the learner and the tutor should be familiar enough with the procedure for learning the dialog. For this reason, the instructions that were given in so much detail in lessons one through four will not be repeated here. For a listing of these procedures, turn to Lesson IV, section 1.2.

2. GRAMMAR, EXERCISES AND CULTURAL NOTES

2.1 Locative Sentences

As their term implies, locatives have to do with location; accordingly a locative sentence is one which states a direction: He is there; She will be in the house. As can be seen, a locative sentence consists of (1) a subject (a pronoun in the above examples), (2) a verbal element which expresses something about the point in time - when the statement will be true, and (3) a locative of some sort (either a particle such as here: bé, ve, there: na, or a positional phrase (see below).

Lorma locative sentences come in pretty much the same variety as English locatives, with one exception, in Lorma, the verb to be appears to be missing in the present tense, a phenomenon found in various languages throughout the world including Russian. Thus, in the present tense affirmative, a locative sentence consists of (1) an emphatic pronoun (see below) and (2) a locative, while the present negative consists of (1) a negative pronoun, (2) a negative particle, and (3) a locative. A complete paradigm in the present tense of 'to be there' is given below.

The Locative Paradigm: Present Tense

1sg	gà ná	I am there.	gèlè ná	I am not there.
2sg	yà ná	You _s are there.	èl'è ná	You _s are not there.
3sg	tó ná	He is there.	él'è ná	He is not there.
1pl _x	gá ná	We _x are there.	gélè ná	We _x are not there.
1pl _n	dá ná	We _n are there.	délè ná	You _p are not there.
2pl	wà ná	You _p are there.	wélè ná	You _p are not there.
3pt	tá ná	They are there.	télè ná	They are not there.

NOTE: The learner no doubt is getting frustrated by the variety of pronoun sets in Lorma. So far we have encountered two types of possessives and an affirmative and a negative subject pronoun. But this is not all, there are many more sets to be encountered as well. The pronoun system in Lorma is a crucial part of the language for it can provide information about tense, negation and type of possession. If you are inter-

ested at this point, you may wish to examine the pronoun summary in section 2.1 of Lesson XV to get a better overall picture of the pronoun system in Lorma.

2.2 Pronoun Drill

The chart following these instructions is designed to be used in learning the locative pronouns. They should be developed in the same way as earlier drills with recognition proceeding production.

A. Recognition

Beginning with the paradigm "I am there, you are there, etc." the tutor says the Lorma sentence "I am there" and the learner points to the first cell in the pronoun chart. After three or four repetitions the tutor introduces the sentence pertaining to the second cell (You are there). The learner should recognize the difference and point to the second cell. If not the tutor corrects him/her. After practicing the distinction between the first and second cells, the tutor incorporates the third cell in the same manner. The 4th, 5th, 6th and 7th cells are introduced in the same way.

B. Dictation

C. Pronunciation.

Tutor and learner go through the pronunciation of each sentence until each one is as accurate as the learner can produce.

D. Production

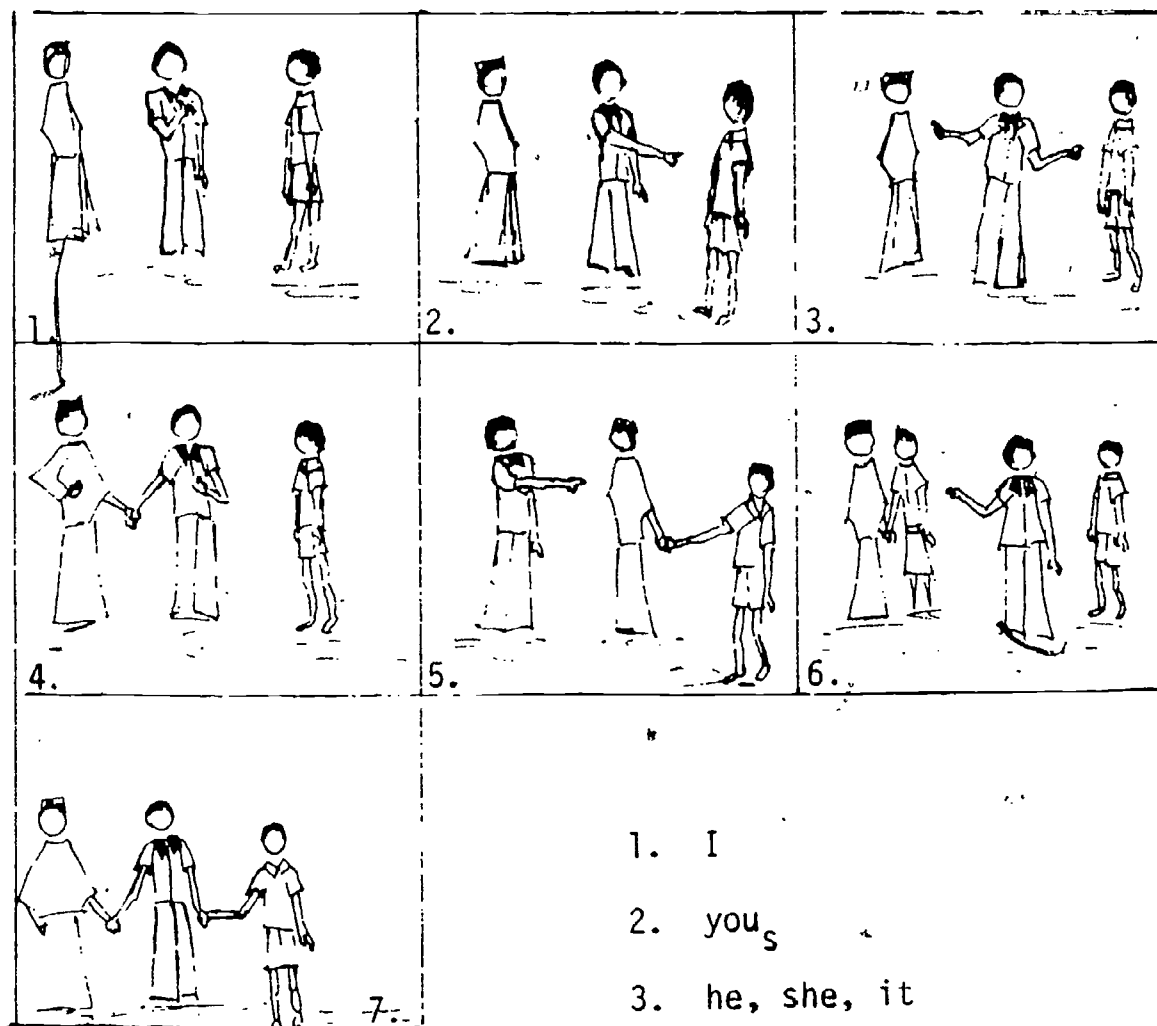
The tutor points to the first cell, and the learner responds with the appropriate Lorma sentence. This drill is built up in the same way as the recognition part of this drill.

NOTE: Make sure the tutor and learner understands the meaning of the drawings. By mutual consent, the drawings may be modified.

Types of sentences to be drilled:

1. to be there
2. not to be there
3. to be here
4. not to be here

PRONOUN CHART



1. I
2. you_s
3. he, she, it
4. we (exclusive)
5. you (plural)
6. they
7. we (inclusive)

2.3 Positional Phrases

The term postposition may be confusing to the learner and tutor alike since postpositions seem to have the same function as prepositions do in English. This is true, the only reason they are called postpositions is because they follow rather than precede the position which they mark. In this text we have chosen to call them positions. Below is a list of the common Lorma positions and sample phrases.

1.	sú	in it	táí <u>zù</u>	in the town
2.	má	on it	téévéí <u>mà</u>	on the table
3.	máázù	over it	téévéí <u>màázù</u>	over the table
4.	kóbà	beside it	téévéí <u>kòbà</u>	beside the table
5.	gwìlè	at the edge of it	téévéí <u>wìlè</u>	at the edge of the table
6.	bú	under it	téévéí <u>wù</u>	under the table
7.	bú	in it	péléí <u>wu</u>	in the house
8.	búlú	outside it	péléí <u>wulu</u>	outside the house

Locative sentences with positional phrases are constructed exactly in the same way as locative sentences with the locative pronoun and the locative phrase.

2.4 Suggestions for Drilling Locatives.

- A. Using the pictures on the following page practice the locative sentences, both present affirmative and negative. The same progression, as that used in section 2.2 should be used.
- B. Once the responses have been learned, the tutor can ask the following questions while pointing to a location.

Where am I?

Where are we_x?

Where are you_s?

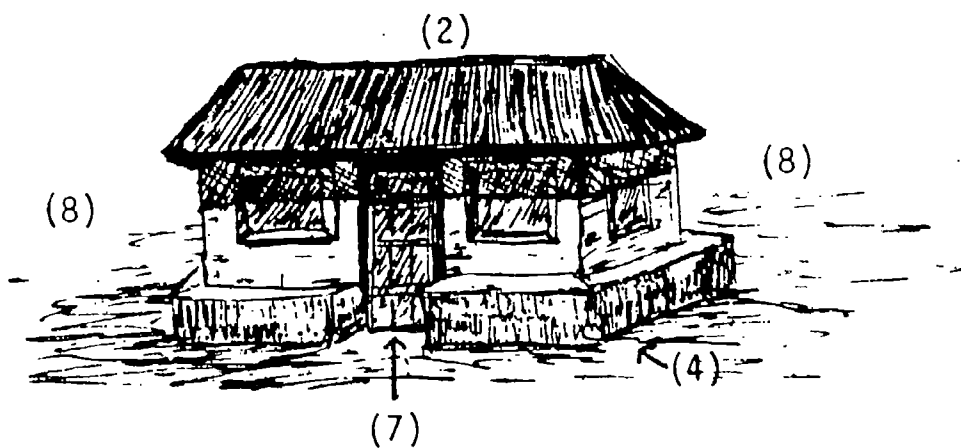
Where are we_n?

Where is he/she, it?

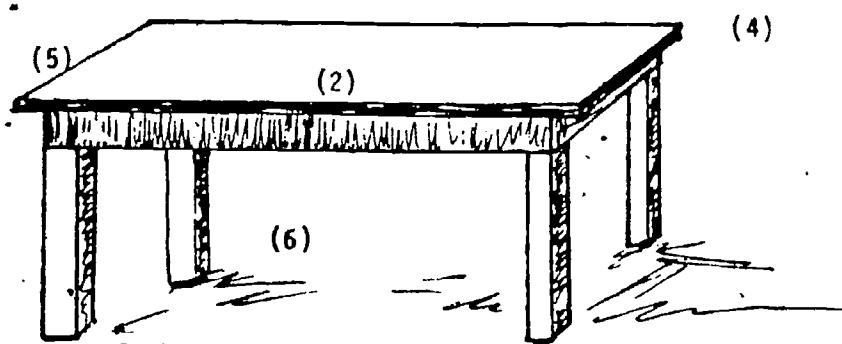
Where are you_p?

Where are they?

(3)



(3)



2.5 The Present Progressive Verb Form

The present progressive marks action that is in the process of happening or is about to happen. It is an easy tense to learn since it is really a locative construction. The sentence:

gàlìzú...I am going. (Lit. I am go-in.)
 gèlèlìzú...I am not going. (Lit. I am not go-in.)

Below are some examples:

gàlìzú táízu.	I am going to town.
gàvazu péléíwù.	I am coming from town.
gàzìèzú kólóvèlèwù.	I am walking to school.
gàbìzèzú kólóvèlèwù.	I am running to school.
gàlèèzú gúlífìzù.	I am climbing the tree.
gàvìlèsù gúlúfìzù.	I am descending the tree.

Most verbs of motion (technically called intransitive because they can't take a direct object) can be followed by a locative of some sort.

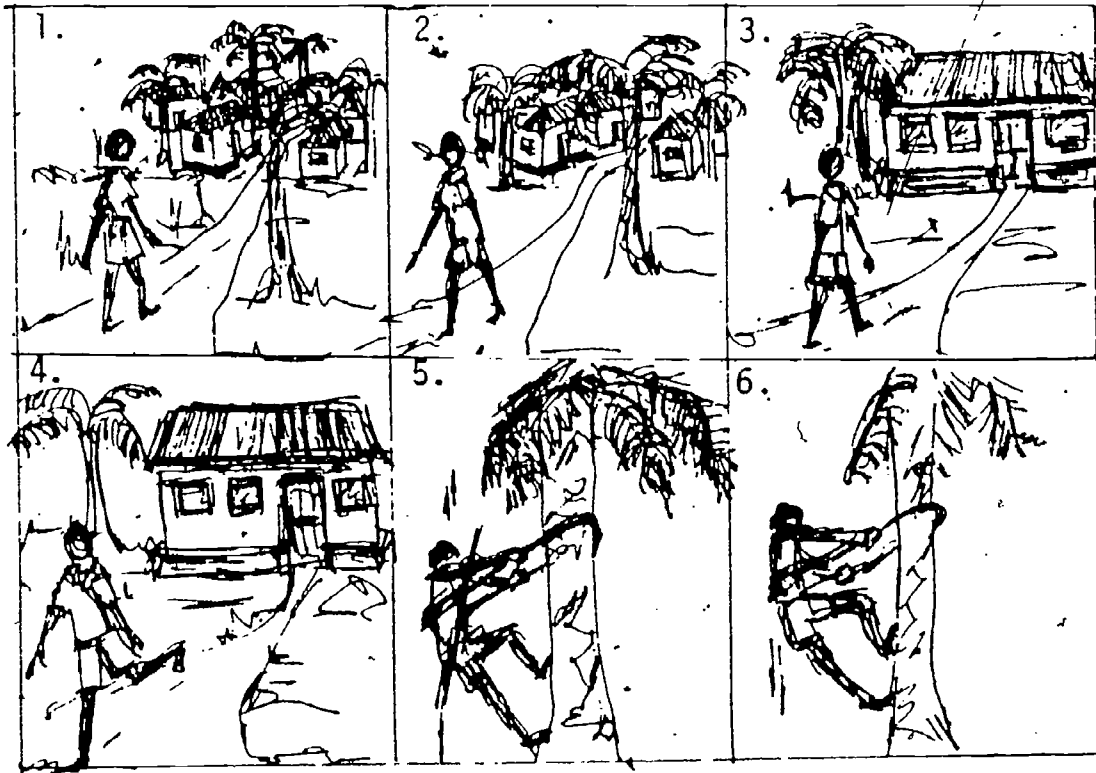
2.6 Suggestions for Drilling the Present Progressive

1. Learn the above progressive tense sentences using the same progression suggested in section 2.1. Run this drill for all seven pronouns both affirmative and negative.
2. Repeat the drill with the tutor using rising intonation: "You are going to town?" with the learner responding appropriately.
3. Tutor can point to the pictures (following the same procedures) but asking the following questions.

- | | |
|------------------------|----------------------------|
| 1) Mìné yà èlìlìzú nà? | Where is he going? |
| Mìné yà évààzú nà. | Where are you coming from? |
| etc. | etc. |
| 2) Zèbèé yàà è kèézù? | What is he doing? |
| Zèbèé yàà gè kèézù? | What am I doing? |
| etc. | etc. |

4. The drill can be repeated in the negative.

1) èlèlìzù táázù. He is not going to town.



1. Tó lîizú táázù.
2. Tó wùlòzú táázù.
3. Tó lîizú kólóvéléwù.
4. Tó bîzèzù kólóvéléwù.
5. Tó lèezú gúlííizù.
6. Tó vîlésù gúlííizù.

3. SUGGESTIONS FOR LEARNER INITIATED STUDY

3.1. Review

Since this is the end of the first five lessons of study, the learner should take time to review the material covered so far. This review should reinforce and deepen the learner's knowledge of the information presented there.

3.2. Writing Your Own Dialog

The learner should write a long dialog to perform either with another learner or the tutor. After writing the dialog it should be gone over with the tutor to correct the errors. Then it should be learned so that it can be acted out.

3.3. Hiding Game

Have the tutor take an object (orange, pencil, dime) and hide it somewhere in the room. Learner then asks tutor where is X. Tutor says it is in the room. Then learner must ask is it under the table, near the door, etc. until he locates it. If he does not, the tutor then tells him where it is. The game can be reversed so that the learner hides the object.

4. VOCABULARY

bú, wú...under

bú, wú...inside

búlú, wulu...outside

gúlíí, gúlú...tree

gwílé, wile...at the edge of

kóba...beside

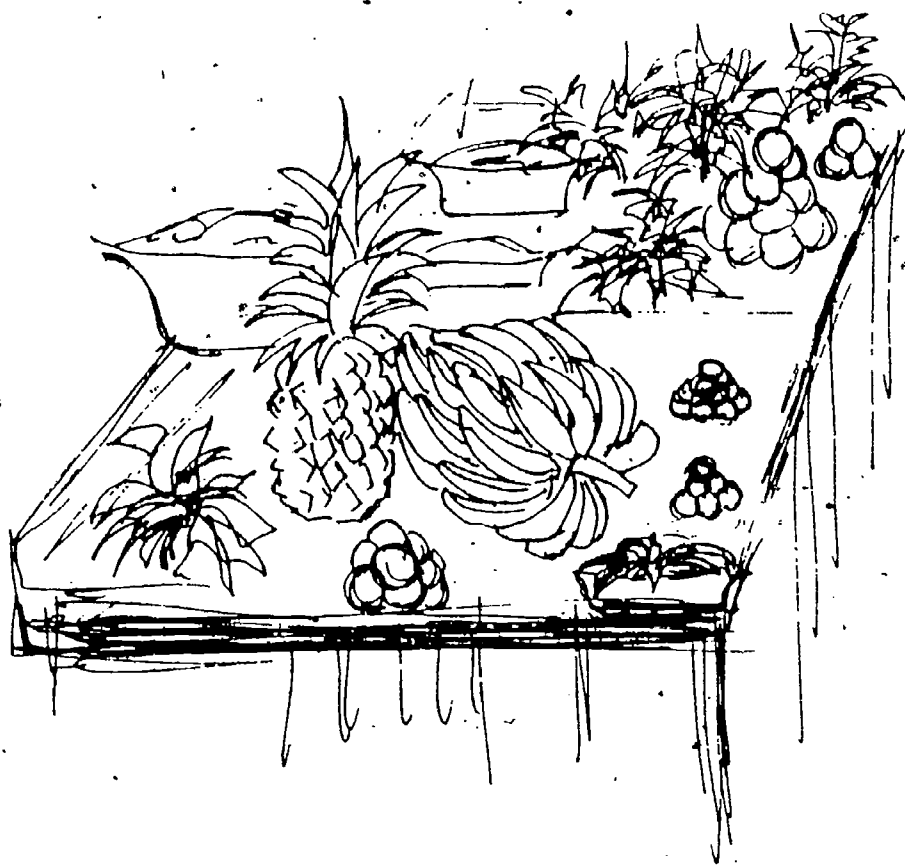
kúló, wúló...to come from, pull out

lèè...to climb

máázù...over

vìlè...to descend (see pílè)

LESSON VI



1. TEXTS

1.1 Monolog: Dáámíṇàníítìè.

Dáámíṇànílámáá yá Lòòmàzùizú níímá téwóinì tēmì. Gúlúvàà tǎnìgà tǎá nà, yà kúló nà, èlè gílíá òvée mífzù. Tá yá gǎà évée nífmúlubá èvée mǎázabà. Dáámíṇànííníí yá kúló, fèní è gílí òvée mífzù. Yà gílè pú kólúyíizù, è sòyìè bètè là. Yà kpóló zífí, évée kisébà; à pú bá à kée è nèè. Aníí yá gǎà Lábífànú, ewóinì sóyíè è mí gǎà mǎkòlù. Aníí yá gǎà Lòòmànú, yá kpólówáláí wùu dìyìvǎ àgée è tóbò kée è mí.

Breakdown: Dáámíṇàníftìè...Food stuffs.

1. Dáámíṇííílámáá yà Lòòmàzùìzú níímá téwóínì témì.
 There are many kinds of foodstuffs in Lorma country that they like to eat.
 láámá < tamaa...many
 Lòòmàzùì...Lorma country.
 níímá...that (the nii marks a following modifying clause)
 téwóínì...they like
 témì...they eat
2. Gúlúvää tànígà táá nà, yà kúló nà, èlè gílíá òvée míízu.
 Some fruits after you pick them, you don't cook them before you eat.
 gúlúvää...fruit tree business
 táá nà...are there
 kúló...pick it
 òvée...before
 míízu...eating
3. Tá yá gàà évée níímùlùbá évée máázabà.
 They are oranges and bananas.
 tá yá gàà...they are
 évée X-ba...and (ba rather than va after s words)
 níímùlù...oranges
 máázà...bananas
4. Dáámíṇànííníí yà kúló, fèní è gílí òvée míízu.
 (Some) foods that you pick, you have to cook them before eating.
 níí...marks following modifying class
 fèní...have to
5. Yà gílé pú kólúyíízu, è sòyìè bètè là.
 You put one in the pot to make soup.
 gílé...one
 sòyìè...soup
 bètè, kpété...make.

6. Yà kpóló zíyí, évéé kisébà à pú bá, à kée è nèè.
 You take salt and pepper, put it in to make it sweet.
 zíyí siyi...take
 kisé...pepper
 nèè...sweet
7. Aníí yà gàà Làbífiànú, èwóinì sóyíé è mí gàà mókòlù.
 If you are Liberian, you will want to eat soup with rice.
 Làbífià...Liberia
 sóyíé...soup/sauce
 gàà...with
 mókòlù...rice
8. Aníí yà gàà Lòòmànú, yà kpólówáláí wùù díyìvà àgée è tóbò kée è mí.
 If you are Looma, you put soda in the pot to make torborgie and eat it.
 kpólówáláí...soda
 díyí...pot
 tábògíí...torborgie
 kée...make

1.2 Learning a Monolog

The procedure for learning a monolog is quite similar to that of learning a dialog. The steps are given below.

- A. Listen to the above text without looking at the text. Try to pick out the familiar words. There will not be many.
- B. Study the breakdown given above.
- C. Listen to the above monolog while following along the breakdown. Gradually you will begin to hear the Lorma words and recognize their meaning. Continue to repeat this exercise until you can follow along with perfect understanding.
- D. Listen to the monolog while following the Lorma transcription (without the English breakdown) until you feel you understand fully. If not go back to step C.

E. Listen to the monolog without looking at the book. You should still be able to understand it perfectly and recognize each word.

F. Comprehension

The tutor will read each sentence asking learner to give the meaning. Sentences may be given out of context.

2. GRAMMAR, EXERCISES AND CULTURAL NOTES

2.1 The Objects of the Verb

In the analysis of language we draw a distinction between the various noun phrases associated with a verb because of the various relationships that they can exhibit. The following English sentences illustrate some of these relationships.

1. He went to town.
2. I cooked the rice.
3. He passed the book to the man.
4. He bathed with soap.
5. She bought the cloth for her father.

In all of these sentences, the pronoun at the beginning of the sentence serves as the subject of the sentence. Usually the subject serves as an agent, the initiator of the action of the sentence. It is also possible to have full noun phrases as subjects.

6. The mayor of Zorzor went to town.

In addition to a subject-agent relationship there may be others. Sentence 1 above does not however have another case-like relationship. The phrase to town is a locative phrase (see lesson 5), therefore, verbs which have no additional noun phrases are termed "intransitive," that is the action of the agent (subject) does not carry through to an object. Compare sentences (1) and (2). In (2) the action of the agent does carry through to an object (rice). The verb in (2) is termed "transitive." The object of such sentences is termed the "direct object."

In addition to the two major case relationships (agent and object) there are others:

- a) the indirect object; the recipient of the action (sentence 3), often called "dative";
- b) the instrumental; the instrument with which the action was performed, (sentence 4);

- c) the benefactive, the person (usually) for whom the action was carried out, (sentence 3).

This introduction to English grammar should help you to understand Lorma grammar. Because while these relationships are not marked in the same way, the same kind of relationships exist. To illustrate this, the Lorma equivalents of the above English sentences are given below:

1. Èlììní táázù.
2. Gè mòkùlù yìlìní.
3. Tè kólóí lévéni zúnúíwò.
4. É wuoní gaa kpóló.
5. É sèyèí yeyani ná keyave.
6. Gè kólóí yeyani masagíwò.

While the same case type relationships exist in Lorma, they are not marked in the same way with the exception of the subject.

- a) Subject-agent. In both languages the subject-agent appears as the first noun phrase in the sentence... given normal word order.
- b) Object. Unlike English, the Lorma verb appears before the verb. This makes Lorma an SOV (Subject Object Verb) like Basque, Japanese as opposed to an SVO as in English.
- c) The indirect object in Lorma is generally marked by the position wò ~ pò.
- d) The instrumental object is marked by the preposition gaa.
- e) The benefactive object is marked by the postposition ye ~ be.

Unfortunately, in Lorma, things are not quite so simple as the above statements would have you believe. That is Lorma has a large number of "displaced" direct objects. That is, for many verbs what is a direct object in English is an object of a postverbal position in Lorma. Below are some examples.

1. Direct object both English and Lorma

pètè...to see Gè péléí vétèni.....I saw the house.
 tílí...to call É máságiì lílìni....He called the chief.

2. Direct object + ba ~ va

vón....touch Gè vón máságiìvà....I touched the chief.
 wélé...see Gè wélé máságiìvà....I saw the chief.

3. Direct object + ma

bó.....tell Gè bó máságiìmà.....I told the chief.

4. Direct object + gaa

wóíni..want Éwóíni gaa dáámíí...He wants food.

2.2 Equational Sentences

An equational sentence is one in which an individual or set of individuals is assigned to a class in an equation-like statement.

Gà gaa tíseì.

I am a teacher.

Tó gaa Lòománú.

He is a Lorma person.

Táé gaa Pískò.

They are Peace Corps volunteers.

As is the case in the locative sentence, the verb 'to be' ye is not found in the present tense. It is present in the past tense however..

Gè yèní gaa tíseì.

I was a teacher.

The pronouns used in this sentence are the same as those used in the present locative and progressive. The negative ~~uses~~ the negative pronoun and lè.

	<u>Affirmative</u>	<u>Negative</u>
I	gà gaa tíseì	gèlè tíseì
you _s	yà gaa tíseì	èlè tíseì
it	tó gaa tíseì	élè tíseì
we _x	gá gaa tíseì	gélè tíseì
we _n	dá gaa tíseì	délè tíseì
you _p	wà gaa tíseì	wélè tíseì
they	tá gaa tíseì	télè tíseì

2.3 The verb wói 'to like, love, want'

The verb wói is irregular because it's past tense form, -ni, has a present tense meaning.

Gèwóinì gàà níímùlùì.

I like oranges.

There are a number of complications with this verb however. The first is that it takes a special set of object pronouns.

Éwóinì gàà zù.

He likes (wants, loves) me.

Éwóinì gàà yà.

He likes (wants, loves) you.

Éwóinì là.

He likes (wants, loves) it.

Éwóinì gàà gíé.

He likes (wants, loves) us_x.

Éwóinì gàà díé.

He likes (wants, loves) us_n.

Éwóinì gàà wíé.

He likes (wants, loves) you.

Éwóinì gàà tíé.

He likes (wants, loves) them.

The negative is formed by the replacing the basic pronouns with the negative pronouns, and the negative particle lé.

Élé wóinì là.

He doesn't like it.

When the object of the verb is an action (e.g., I want to go.), the gàà is not used, and it is followed by a full sentence using the basic pronouns and the base form of the verb. The subject of the object sentence is the same as the main sentence.

Gèwóinì gèlìì táázù.

I want to go to town.

Éwóinì é dáámíí mì.

He wants to eat food.

Gé wóinì gé wúó gàà kpóló.

We want to wash with soap.

2.4 Suggestions for Studying wói.

Question-Answer

1. What do you want?

I want a banana.

Zébéé èwóinì là.

Gèwóinì gàà mááságíí.

This drill can be run with any of the charts that have been presented so far. In this way you can review the vocabulary.

2. Who does he want? He wants us.
 ǂééyà éwóinì là? Èwóinì gǎà gíé.

This drill should be run using the pronoun chart.

3. Who does he love? He loves me.
 ǂéé yà éwóinì là. Èwóinì gǎà zù.

4. What do you want to do? I want to go to town.
 zèǂéé èwóinì é ké. Gèwóinì gèlìì táázù.

I want to go home.
 Gèwóinì gèlìì potáázù.

Use the verb chart in Lesson V.

2.5 évée X-ba...and

In languages such as Lorma, where the object precedes the verb, speakers are reluctant to place a long direct object before the verb. In Lorma, a number of devices have been developed to place some of the information which might otherwise appear before the verb after the verb. The above construction is one such example. When there are two objects, as in this sentence:

Yà kpóló zíyí évée kísèbá...

You take salt, and pepper...

When ba follows a strong conditioning word it remains ba, when following a weak conditioning word, it weakens to va, as in

évée máázàgíivà...

...and the bananas.

2.6 Understand, Know, Hear

A. Do you hear (understand) Lorma?

Yà Lòomàgòò mēní?

Gèlè Lòomàgòò mēnìgà.

Gà Lòomàgòò mēní pélepèlè.

Gè wóinì gè Lòomàgòò mēní.

English:

Wuigòò.

French:

Flénzùwòò.

Kpelle:

Kpéléséwòò.

Mandingo:

Mándígòò.

Bandi:

Bádíwòò.

B. Do you know the word for house in Lorma?

È "house" nádaázíííí wòònì Lòomàgòóíííí?

Yes, I know it.

Owé, gè kóónì.

I don't know.

Gèlè kóónì.

C. This is a ____.

Do you understand? Yes, I understand.

Kópúí yà. (cup)

È kóónì?

Owé, gè kóónì.

Pénsóí yà. (pencil)

È kóónì?

Owé, gè kóónì.

Kólówèlègìì yà. (paper)

È kóónì?

Owé, gè kóónì.

ìlèsàgìì yà. (eraser)

È kóónì?

Owé, gè kóónì.

Kóléí yà. (book)

È kóónì?

Owé, gè kóónì.

2.7 Cultural Note: The Importance of Rice

While Americans and Liberians both eat rice, rice represents two fundamentally different concepts to these two populations. To the American, rice is a minor food eaten with butter, gravy, milk and sugar, or under chow mein. To a Liberian rice is practically synonymous with food: not to have rice is not to have eaten. Secondly, rice appears to the

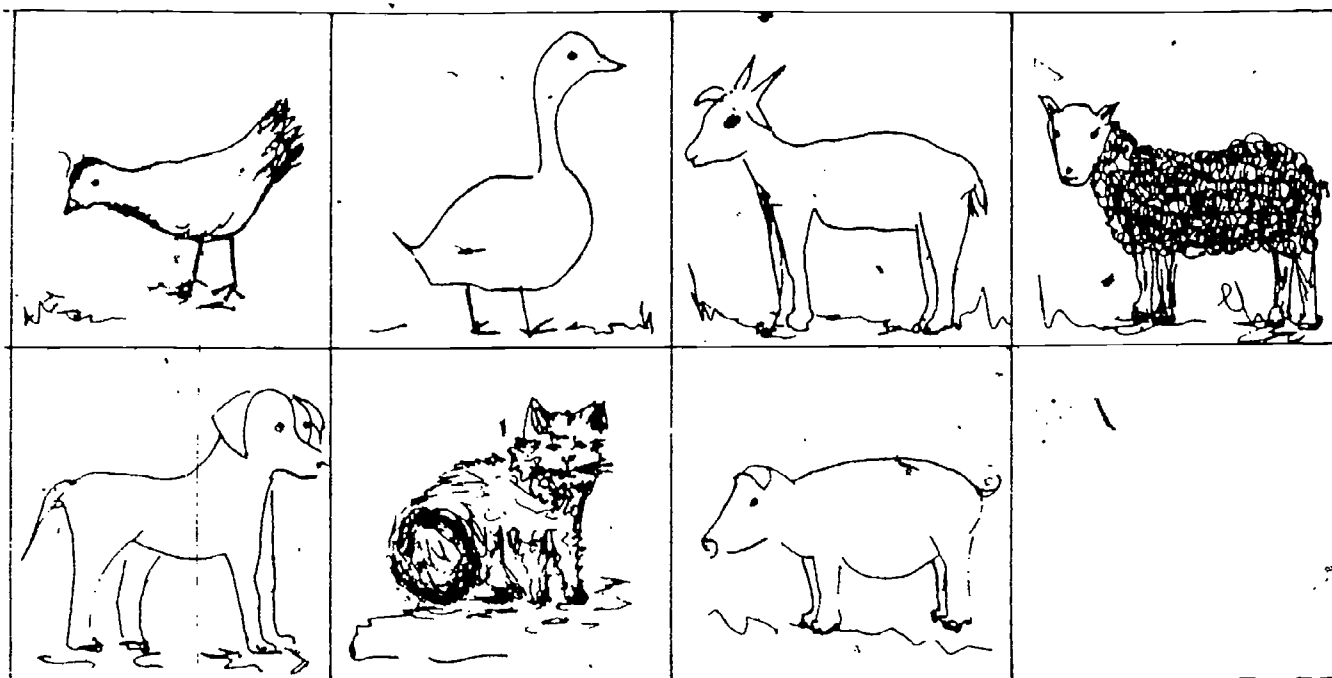
American as a single variant (i.e., rice as opposed to potatoes, bread or noodles). To the Liberian, there are a large variety of rice dishes. There are those involving greens (collard, potato leaf, cassava leaf, water greens) as well as those used in palaver sauce. There are other items such as okra, bitter balls, egg plant, and beans. (Cassava, edo and plantains may be used in place of rice.)

You will find your experience in Liberia richer if you find out about these foods and how to cook them. It will give you something to talk about, help you to keep food costs down and keep you well fed.

3. SUGGESTIONS FOR LEARNER INITIATED STUDY

3.1 Learning the Names of Foodstuffs.

On the following pages there are a number of charts depicting various food stuffs and animals found in Lofa county. These may be learned by the same techniques given in Lesson IV, section

CHART ICHART I

1. téeuwùì	L	chicken
2. wùitèèì	L	duck
3. bílífí	H	goat
4. báálágìì	L	sheep
5. gíléwùì	L	dog
6. nyálúúfí	H	cat
7. búíngìì	L	pig
8. sùófí	H	(animal)

CHART II

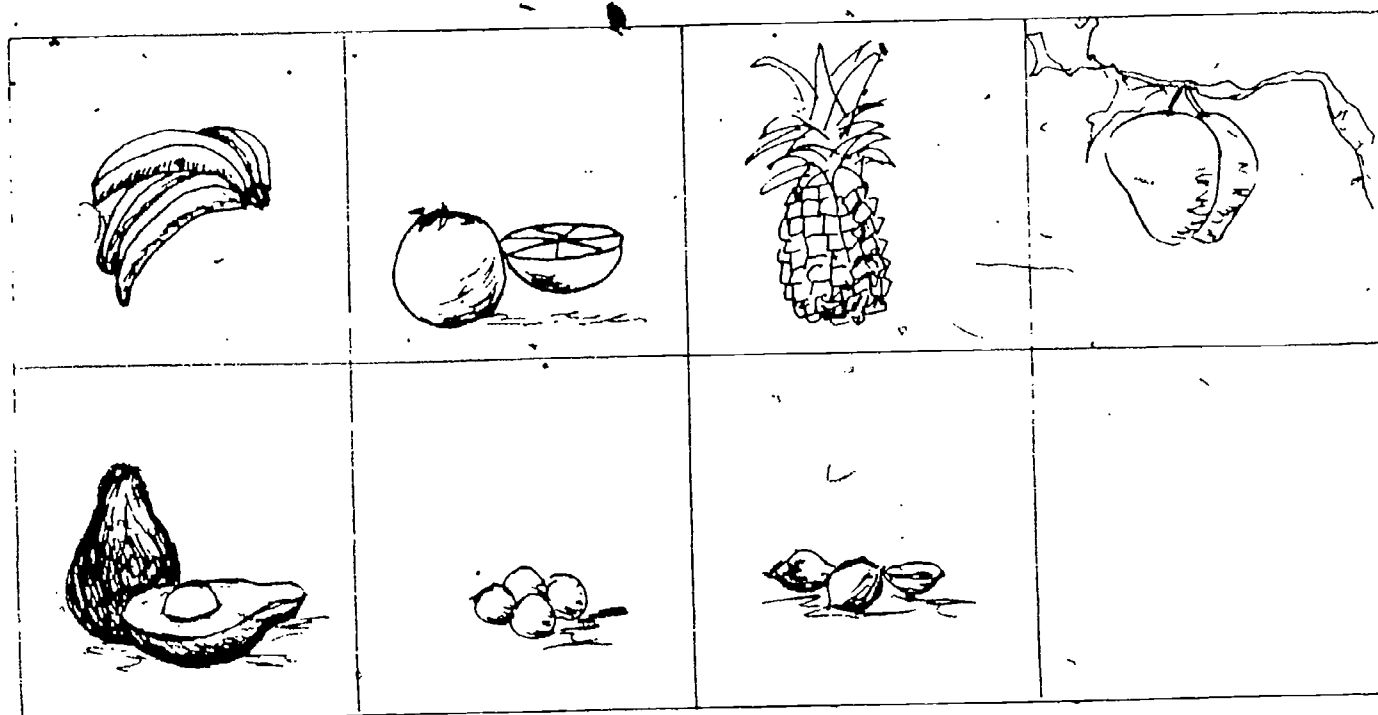


CHART II

- | | | |
|-----------------------|---|-----------------------|
| 1. mǎázágìì | L | banana |
| 2. níímùlùgìì | L | orange |
| 3. wùitùuì or kǐvégìì | H | pineapple |
| 4. wùìkpìlìì | L | papaya - pawpaw |
| 5. bōōtāpōèngìì | L | butter pear (avacado) |
| 6. búlóngìì | L | plum |
| 7. níímùlùpélévéléí | H | limes |
| 8. gùlùvài | L | fruit (tree things) |

CHART III

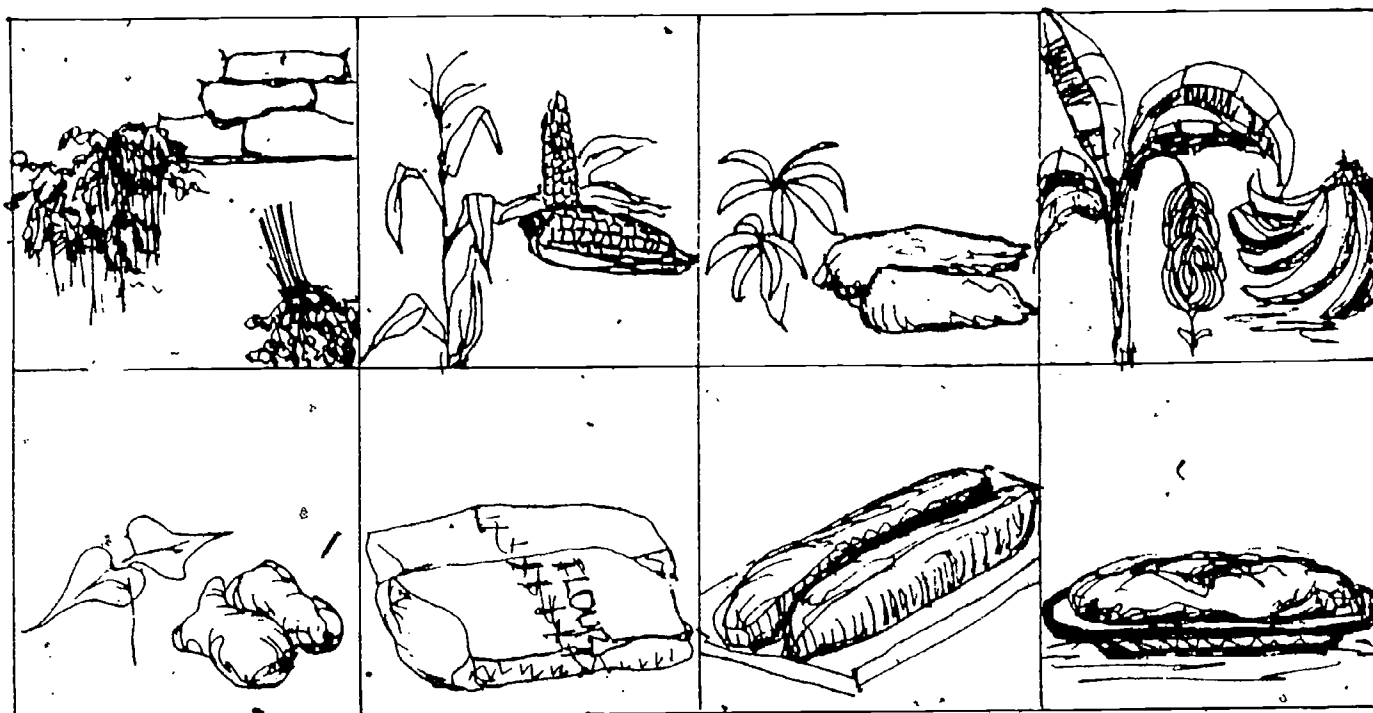


CHART III

- | | | |
|--------------------------------------|---|----------|
| 1. mólóóvé | H | rice |
| 2. kpázìì | L | corn |
| 3. màlàkàì | L | cassava |
| 4. máázákpógìì
(or máázáwóóžágíí) | | plantain |
| 5. bóí | | (n) yam |
| 6. fólávàí | H | flour |
| 7. kpóólòì | | bread |
| 8. dáámíḡèḡìì | | food |

CHART IV

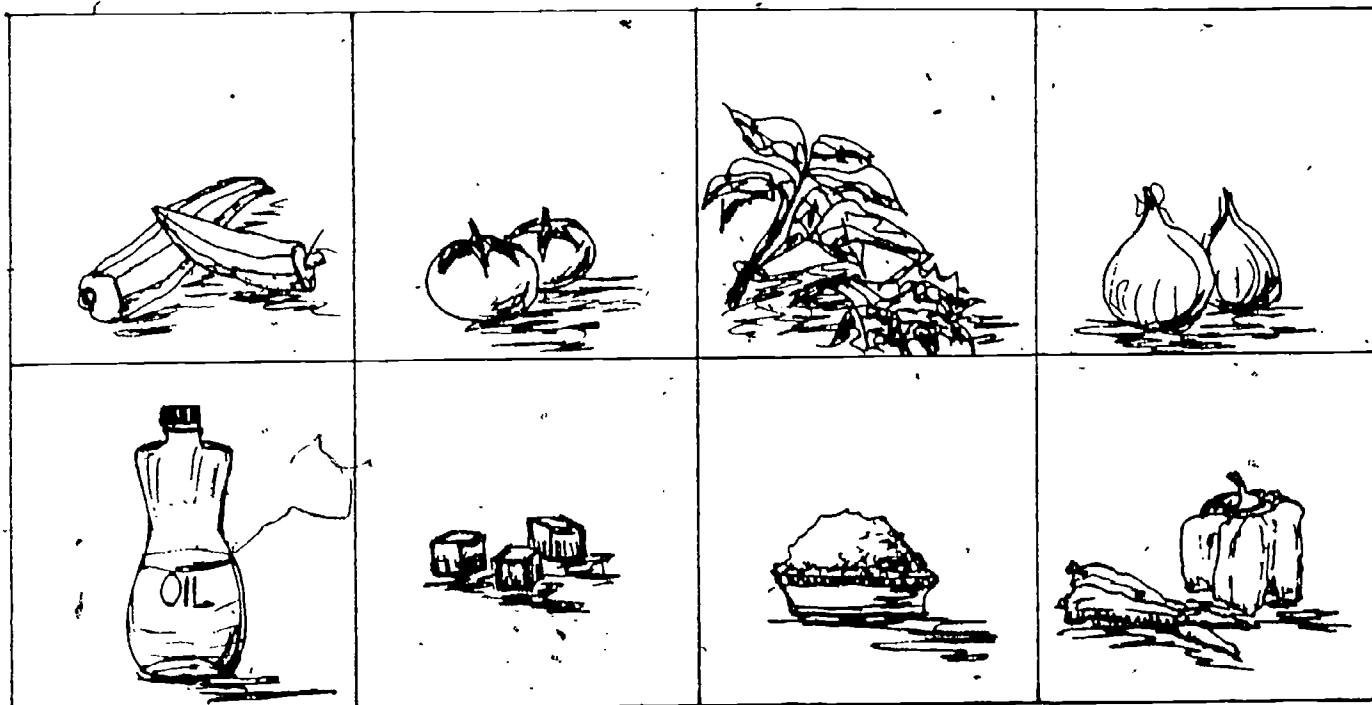


CHART IV

1.	kpáságíí	H	okra
2.	póbóí	L	bitterball
3.	gúlùwùlùgíí		greens
4.	yáváí	H	onions
5.	gúléí	H	oil (palm)
6.	síkíísù	L	chicken soup
7.	kóléí	H	salt
8.	kísèzífí	H	pepper

4. VOCABULARY

anií...if

bilíí...goat

boí...yam

buingíí...pig

ḡadiwòò...Bandi (language)

dáamí...food

dáamíḡani...food stuff (food-thing)

dáazigíí...word, name

díyíí...pot

éveé X-ba...and X

fé, vé...for (somebody)

fèní...you have to

fláwáí...flour

Flénzùwòò...French

geya...palm of hand

giléwui...dog

gíí...to cook

-góó...language

guléí, gúló... (palm) oil

gúlúvää...fruit (tree-things)

gúlúwulugíí...greens

guó, (W, L)...wash

ílesagíí...eraser

kísègíí...pepper

kóolíyíí...cooking pot

kópúí...cup

kólówèlègíí...paper

kpásagíí...okra

kpázíí...corn

kpéléséwóó...Kpelle (language)

kpété...make, prepare, repair

kpólóí...salt

kpólóí...soap

kpólówaláí...soda (NaOH or NaHCO₃),
bitter salt

kpóólóí...bread

kúló...to pick

Lòòmàgòòí...Lorma (language)

Lòòmàzùí...Lorma country

Mándíngòò...Mandingo (language)

màlàkàí...cassava

máazákpógíí...plantain

méní, mélé...to hear, understand

mólóóvé...rice (uncooked)

mókùlùí...cooked rice

néé...to be sweet

nyálúúí...cat

ówè...yes

òvéé...before

pélépèlè...a little

pétè...to see, look at

póbóí...bitterball

pú...to put

séyéí...cloth

síkíísù...chicken soup, bouillion

sòyìèì...soup

súóí...animal

támáá, lámáá...plentiful, many

tóbògíí...torborgie (see text)

tévé X-po...to send to

téewùii...chicken

tííí...to see (visit)

tíséí...teacher

wálá...to be bitter

wùigòò...English

wélé...to see

wùìkpìlìì...pawpaw, papaya

wùitèèì...duck (western chicken)

yáváí...onions

zúnúí...man



1. TEXT

1.1. Monolog: Túwúbòlòí

Àníí tá yè ná, túwúbòlòí yílìzù, tá dè, tá túwúí wùù díyíííí, gàà éyílí. Àyílì ná, tá púú kódaííí, té séyé. Tá séyé ná, tá púú kókóííí té zíé wùù má, gàà té gáyé wù. Tá gáyéwù ná, té mááyííí wùù kóólííííí, té káléí wùù sú, évéé sàà tééwùlùwùlúgííí, tá kpòlèí. Véléí yà ná, tá túwúbòlòí yílìlá, gé wóóvè vélè.

1.2 Breakdown: Túwúǎǎǎi...Palm butter

1. Àníí tá yè ná, túwúǎǎǎi yílìzù, tá dè, tá túwúí wùù díyííizù, gàà éyííí.

If they cook palm butter (meaning if you want to...), they first put the palm nut in the pot.

Àníí...if

tá yè ná...they are there: an emphatic form of they

túwúǎǎǎi...palm butter

yílìzù...cooking

tá dè...they first

túwúí...palm nuts

wùù...put < púú

díyííizù...in the pot

gàà éyííí...to cook it

2. Áyìlì ná, tá púú kóǎǎǎizù, té séyé.

After cooking, they put it in a mortar and they pound it.

Áyìlì ná...after cooking it

tá...they

púú...put it

kóǎǎǎizù...in the mortar

té séyé...they pound it

3. Tá séyé ná, tá púú kókóíizù té zíé wùù má, gàà té gáyéwù.

After pounding it, they put it in a bowl, add water and knead it.

kókóí...bowl

zíé...water

gáyéwù...knead

4. Tá gáyéwù ná, té mááyííí wùù kóólíyííizù, té káléí wùù sú, évéé sàà, tééwùlùwùlúgííà, tá kpóléí.

After kneading it they put the liquid into a cooking pot, they put in fish and chicken soup (maggi cubes) and salt.

káléí...fish

tééwùlùwùlúgíí...chicken soup (bouillion cube)

kpóléí...salt

5. Véleí yà.ná, tá túwúbòlòí yílílá, gé wóóvè véle.

That is the way they cook palm butter, (that is) our own way.

véleí yà ná...this is the way

géwóóvè...our own

1.2 Dialog: Zèbée è kéezù?

1. Fólómó yà ná?

2. Nyákòì évàà?

3. Váábéesù.

4. Fáíyowú lè sù.

5. Gálá màrà.

6. Gálá màrà.

7. Zèbée è kéezù.

8. Gà díyíyílízù.

9. Zèbée è gílí.

10. Gà túwúbòlòlàbáá yílízù.

11. Yà lévé làalè, è túwú-
bòlòlàbáá bétè.

12. (See 2.1)

Breakdown: Zèbée è kéezù? What are you doing?

7. Zèbée è kéezù.

What are you doing?

Zèbée...what

kéezù...doing it

8. Gà díyíyílízù.

I'm cooking.

díyí...pot

yílízù...cooking (from gili)

9. Zèbée è gílí?

What are you cooking?

10. Gà túwúbòlòlabáá yílízù.

I'm cooking palm butter sauce.

túwú...palm butter

bòlò, kpòlò (together with túwú...palm butter)

làbáá, dabaa...sauce

11. Yà lévé làalè, è túwúbòlòlabáá bétè.

How do you make palm butter sauce?

lévé...pass through (What steps do you pass through in order to...)

làalè...how

bétè, kpété...to prepare, make

2. GRAMMAR, EXERCISES AND CULTURAL NOTES

2.1 Verb Forms

Lorma verbs have four principal verb forms, the base, the present participle, the remote past, and the past participle. These terms have been chosen because in many cases these forms parallel their English equivalents in function, though not all. Below are some examples:

	<u>weak conditioning</u>		<u>strong conditioning</u>	
	go	break-it	see-it	catch-it
base	lìì	gálé	pétè	só
present p.	lìizú	gálézú	pètèsù	sósù
past	lìiní	gálénì	pètènì	sónì
past p.	lìiá	gáléá	pètègá	sógá

As in the case of nouns, there are two types of verbs, strong conditioning and weak conditioning. The strong conditioning verbs (e.g., pétè, só) are followed by words and affixes beginning with strong consonants (su, ga) while weak-conditioning words (lìì, gálé) are followed by words with weak initial consonants (zu, a). When a new verb is encountered, the learner should determine whether the verb is a strong or a weak conditioning verb. This can be done by checking the verb in the present progressive. If the suffix is su, then the verb is strong conditioning. If the suffix is zu, then the verb is weak conditioning.

2.2 Past Tenses

Lorma has two past tenses, one termed a recent past (actually a present perfect) while the other is a remote or far past which is most like the -ed past in English.

2.3 Far Past

The far past tense is formed by using the basic pronouns, followed by the past tense form of the verb. Below are some examples:

gèlìíńf...I went
 èlìíńí...You_s went.
 élìíńí...It went.
 gélìíńí...We_x went.
 délìíńí...We_n went.
 wólìíńí...You_p went.
 télìíńí...They went.

gè gílíní...I cooked it.
 è gílíní...You_s cooked it.
 é gílíní...It cooked it.
 gé gílíní...We_x cooked it.
 dé gílíní...We_n cooked it.
 wò gílíní...You_p cooked it.
 té gílíní...They cooked it.

2.4 The negative past

The negative past is formed using the negative subject pronouns and the negative particle lè. Below are some examples:

gèlè lìíńí...I didn't go.	gèlè gílíní...I didn't cook it.
èlè lìíńí...You _s didn't go.	èlè gílíní...You _s didn't cook it.
élè lìíńí...He didn't go.	élè gílíní...It didn't cook it.
gélè lìíńí...We _x didn't go.	gélè gílíní...We _x didn't cook it.
délè lìíńí...We _n didn't go.	délè gílíní...We _n didn't cook it.
wèlè lìíńí...You _p didn't go.	wèlè gílíní...You _p didn't cook it.
tèlè lìíńí...They didn't go.	tèlè gílíní...They _p didn't cook it.

NOTE: The verb to go lìí is sometimes heard with a short vowel (e.g. li).

2.5 The verb to be

Like other verbs, the verb to be has four principal parts, though as pointed out in Lesson V, the verb yè is generally omitted in the present tense. Below are the principal parts of the verb.

base	yè
present part.	yèzú
past	yèńí (negative ńení)
past part.	yéá

The past tense formation of the verb to be is a straight-forward, save for the replacement of the form yèńí by ńení following a negative. Below are some examples:

Gèyèní péléíbù.

I was in the house.

Gèyèní gàà tísèì.

I was a teacher.

èlè nèní ná.

He was not there.

èlè nèní gàà tísèì.

He is not a teacher.

NOTE: The past progressive is formed in a way analagous to that of English.

gèyèní lizú.

I was going.

2.6 Suggested Drills for Learning the Far Past

For the first set of drills, use the chart from Lesson V, section 3.3. If the class is large, the tutor should arrange to have a larger version of the chart made.

The types of drill that can be used to learn verb tenses are as follows:

A. Discrimination

The tutor points to one of the cells and says the appropriate sentence, either in the present or remote past. The learners respond by saying either zàà 'today' if the sentence is present or nínà 'yesterday' if it is remote past.

B. Dictation

The tutor says the sentences in the cells for the learners to write down.

C. Repetition

The tutor points to one of the cells and says the appropriate sentence in the remote past and the learners repeat. The cell-by-cell build-up should be used here.

D. Question-Answer

- 1) The tutor points to a cell and says:

Zéḡḡḡà èyèní kéezù...What was he doing here?

The learners respond accordingly.

- 2) The tutor points to a cell and says a sentence which may or may not be appropriate to the cell. Learners respond either affirmatively or negatively depending on the situation.

Óyè, èlììní, táízù. Yes, he's going to town.

èlè lììní táízù. No, he's not going to town.

E. Transformation

A transformation drill is one which asks the learner to manipulate the sentence in some way. For learning the remote past, the following types of transformation drills are suggested.

- | | |
|--|---|
| 1) present to past | Zúúnúf lììzú táázù. → Zúúnúf lììní táázù. |
| 2) past to present | Zúúnúf lììní táázù. → Zúúnúf lììzú táázù. |
| 3) present negative to past negative | Zúúnúf lè lììzú táázù. → Zúúnúf lè lììní táázù. |
| 4) past to past negative | Zúúnúf lììní táázù. → Zúúnúf lè lììní táázù. |
| 5) first person past to second person past | Gà lììní táázù. è lììní táázù. |

Use the verbs listed in Charts I and II at the end of this section.

F. Substitution

The tutor provides a key sentence which the learner repeats:

èlììní táízù.

This may have to be repeated three or four times to get the learners to respond quickly. Then the tutor provides a key word

or phrase such as vani 'came' and the learners respond by saying èvànì táizù.

To begin with, the substitutions should be kept simple, that is, substitute only the same kind of word, be it pronoun, verb, or whatever: only after the learner can handle this simple substitution should more complex types be attempted.

G. Pronoun Drills

The pronoun drill, Lesson V, section 3.1 can be run here using past tense forms.

H. In addition to using the verb chart (Lesson V, section 3.3) the verb charts on the following pages should be used.

CHART I

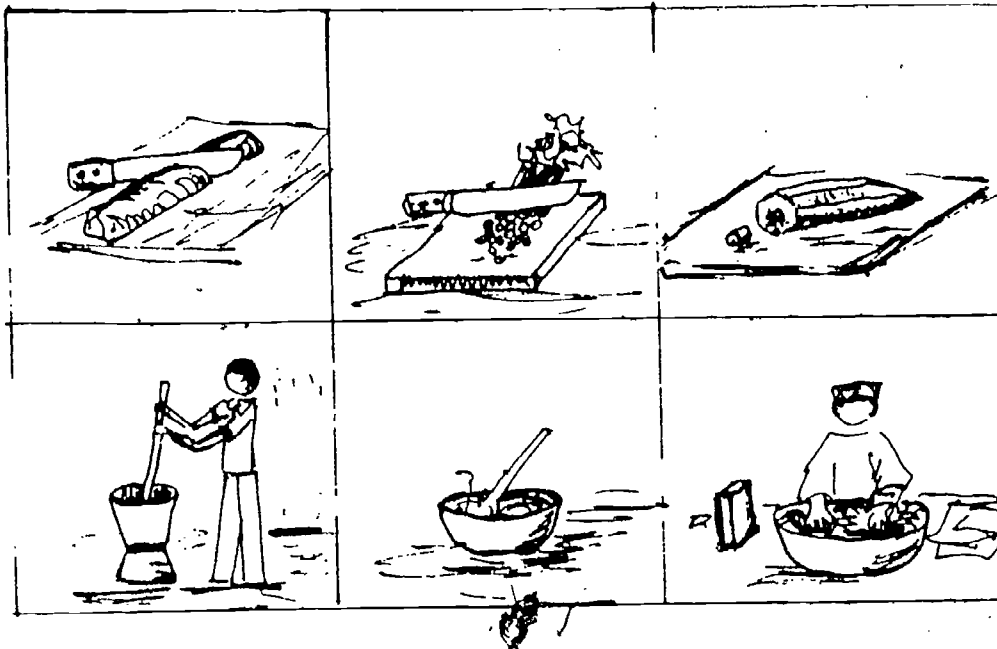


CHART II



Chart I

1. cut	maálévé W
2. chop greens	sévé W
3. remove stem	dáábélé W
4. pound	síyí W
5. stir	póté S
6. knead	gáyéwù S

Chart II

1. cook	gílí W
2. remove chaff	gáávèè W H
3. peel	káláwó S L
4. wash	gúó W L
5. eat	míf W L
6. drink	kpólé W L

2.7 Stative Sentence

A stative sentence is one which indicates that the subject is in a certain state.

zíé bàdívé.	The water is hot.
zíé lè bàdínì.	The water is not hot.
kpáánàgè.	It is hard.

In Lorma, stative sentences are formed by adding one of two suffixes to the verb:

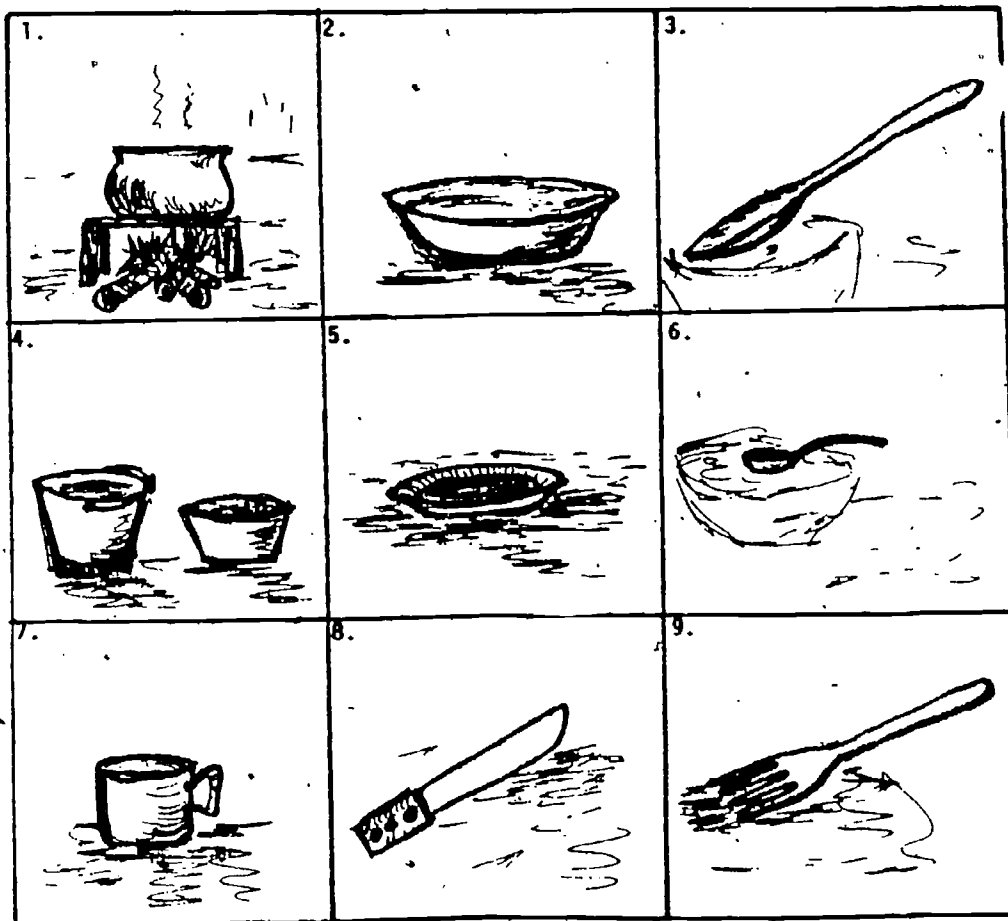
-vé	Following weak conditioning words.
-gè	Following strong conditioning words.

In the following listing of adjectives, each object is marked in such a way to indicate the tone and form of the following affix. If the adjective is followed by a W, the stative affix is -vé, and if S, the affix is -gè. Accordingly, the H and L marks whether the affix is high or low-toned.

kpááí	W L	hot	kóózà	W L	tall
déí	W L	cold	kpáánà	S L	hard
téí	W H	black	pólózáá	S L	old
gúwá	W L	clean	kpúwó.	W L	short
kóló	S L	tired	nffiné	W L	young/new
nówó	W L	dirty	kpóóló	W H	fat
péné	W H	small	kómá	W H	stingy
pá	S L	good	kpété	W H	rich
kpákpá	W H	large	mólé	W L	poor
nówó	W L	ugly	kólé	W H	white
ỹówú	W L	evil	kpóf	W H	red
néé	W H	sweet	kpóé	W H	blue
kpódá	W H	sour	kpózí	W L	yellow
wáíá	W L	bitter			

CHART III

Kitchen Utensils



3. SUGGESTIONS FOR LEARNER INITIATED STUDY

3.1 Learning the Names of Cooking Utensils

The cooking utensils found in a Lorma home usually include the following:

cooking pot	kóólíyíí	spoon	mítéí
pan	kókoí (páníí)	cup	kòpugíí
cooking spoon	kólumitéí	knife	bówaí
bowl	òolíí	fork	fóóí
plates	pílítì		

Take these items and arrange them between you and your tutor and learn them using the gradual build-up that you have been working with. If you cannot obtain this equipment, use the following chart. (III)

3.2. How to Cook X

Now that you know how to cook palm butter, you may want to learn how to cook something else. Ask your tutor what he likes to eat. Then ask how to cook it. Record this on tape, then go over the tape, in the same way as before, except ask the tutor to help you understand the sentences.

Ideally, to follow up this exercise, you should actually attempt to cook the food that you have inquired about. Probably the dish that you have chosen will be among the following:

beans	tówóí
okra	kpáásàgìí
palaver sauce	kólówólóí
potato leaf	zówódáyáí
cassava leaf	máadáyáí

4. VOCABULARY

bówáí...knife

bòlíf...bowl

dáábélé...to remove stem

dábáí...sauce

déí (W L)...to be cold

fóóf...fork

gáávèè (W H)...to remove chaff

gáyewù...to knead

gálé...to break it

-ge...stative affix (following strong conditioning nouns)

gúwá (W L)...to be clean

yè...to be

káláwó (S L)...to peel

káléí...fish

kódáí...mortar

kókóí...pan

kókóí...bowl

kólé (W H)...to be white

kólúmítéí...cooking spoon

kómá (W H)...to be stingy

kóólìyìì...cooking pot

kóózà (W L)...to be tall

kóló...to be tired

kólówòlòí...palaver sauce

kòpùgíf...cup

kpáànà...to be hard

kpádí (W H)...to be hot

kpákpá (S L)...to be large

kpázi (W L)...to be yellow

kpèté (W Y)...to be rich

kpódá (W H)...to be sour

kpóé (W H)...to be blue

kpóí (W H)...to be red

kpólé (W L)...to drink

kpóló (W H)...to be fat

kpúwó (W L)...to be short

máádàyàí...cassava leaf

máálévé (W)...to cut

mááyíéí...liquid - supernatant

míí (W L)...to eat

mítéí...spoon

mólé (W L)...to pour

nèé (W H)...agreeable

nówó (W L)...to be ugly

pá (S L)...to be good

pílítí...plate

pólózàá (S L)...to be old

pótè...to stir

séyé...to beat, pound

sévé (W)...to chop greens

sóó (S)...to catch

téí (W H)...to be black

tévéyèlè...to pass through

téewùlùwùlùgíí...chicken soup (magie)

túwúbòlòí...palm butter

túwúí...palm nuts

vèlè...way, ~~procedure~~

-vè...stative affix (following
weak conditioning words.)

zàà...today

zìèl...water

zówódáyáí...potato leaf



-----LESSON VIII-----



1. TEXT

1.1 Monolog: Zòzòzàyáí.

Fólónèpé zàyáí yàlésú Zòzòó. Fèní sèdífólónó yà tèle pódílóó là. Yàì ná zàyáízu yázóó è ǵénínèpé sòlòwó níí èwóíni. Yázóó è mólózé vètè, évéé máázákpóóbà évéé mánákúvà. Yázóó è gúlúwùlùkpógápé pètè sàyáízu. Yázóó è kálé vètè, tábàqó qàà kízé, kpóló évéé kpólówálávà nà. Nìitìè yèyà, nìi èwóí èyèè, èlìì lá yàvèléílà.

Breakdown: Zòzòzàyáí...Zorzor Market

Zòzò...Zorzor zàyáí sàyá...market

1. Fólónèpé zàyáí yàlésú Zòzò.

Every day, there is a market in Zorzor.

fóló...day nèpé...every yàlézú...is in

2. Fèní sèdífólónó yà télè pódílóó là.

But you cannot transact business there on Sunday.

fèní...it is necessary (combines with the negative sentence)

sèdífólónó...Sunday díó...certain (in this context 'any')

télè...they not yà...emphatic market

pódílóó...transact business là...there

3. Yàì ná zàyáí zù yàzóó è nénínèpé sòlòwó níí èwóínì.

You who are (there) in the market (you) can get anything that you wish.

yàì...(used to mark a modifying clause in the market)

yàzóó...you can sòlòwó...obtain

néníníí...these things (the níí...this relates to the following clause èwóínì...that you want)

níí...that (marks relative clause)

4. Yàzóó è mólózé vètè, évée mǎázákpóóbà évée mǎnákúvǎ.

You can see hulled rice, and plantain and cassava.

vètè, pètè...see

5. Yàzóó è gúlúwulùkpógápé pètè sàyáí zù.

You can find all sorts of greens in the market.

gúíuwùlù...greens

kpóqápé...all kinds of

6. Yà zóó è kálé vétè, tábàgó gàà kízé, kpóló évée kpólówálávà nà.

You can find fish together with pepper, salt, and soda.

kálé...fish tábàgó gàà...together with

kízé...pepper kpóló...salt

évée X-va...and X

kpólówálá...soda < literally...bitter salt

7. Nìtìtìè yèyà, nìì èwóí èyèè, èlìì lá yàvèléílà.

The things that you bought that you wanted, you take them home.

nìtìtìè...these (the nìì marks a following modifying clause)

yèyà...bought nìì...this (another modifying clause)

èyèè...your hand (èwóí èyèè = you wanted to have)

èlìì lá...you go with them

yàvèléílà...to your house

1.2 Dialogue: Téwamákéti.

1. Bóí, yà ná.

2. Kèyà èvää.

3. Líidè yà gàa yà zòóláítìè.

4. Máázagíí yà gàa félégòfowù.

5. Máázagéngén à gàa náí.

6. Téénàí yà gàa sènegílá.

7. Zèbée yà èwóinì.

8. Gèwóinì gàa máázagíí.

9. Fón yà gàa máázagíí.

10. Máázafélégò yà.

11. emama.12. emama.

Breakdown: Tévèè mákétí...Table market

3. Lfidè yá gaa yà zòóláítìè.

How much are your market things?

lfidè...how much

zòóláí...from sòóláí...merchandise including food

4. Máázágíí yá gaa félégòfòwùṅ.

Bananas are two for a nickle.

félégò...two fòwùṅ...five cents

5. Máázàgèngén yá gaa náí.

Fried plantains are a dime.

náí...ten

6. Téénàì yá gaa sènegílá.

Boiled eggs are twenty cents

tée...chicken nàì...egg

sènegì...twenty cents < shilling

gílá...one

7. Zèbée yá èwóínì.

What do you want?

zèbée...what wóínì...want

8. Gèwóínì gaa máázágìì.

I want bananas.

2. GRAMMAR, EXERCISES AND CULTURAL NOTES

2.1 The Number System

The number system from one to ten is not difficult to learn. In learning to count, use your fingers. You will note that it is common in West Africa to begin with the little finger of your right hand and proceed to the thumb. Numbers six to ten are done in a like manner with the left hand.

1.	gílá	másiíyílá	one match
2.	félegò	másií félegò	two matches
3.	sáágò	másií sáágò	three matches
4.	náágò	másií náágò	four matches
5.	dóolùò	másií dóolùò	five matches
6.	dézídà (déézda)	másií dézídà	six matches
7.	dófélà	másií dófélà	seven matches
8.	dósávà	másií dósávà	eight matches
9.	tàwù	másií tàwù	nine matches
10.	púúgò	másií púúgò	ten matches

After learning to count on your fingers practice counting other things.

matches	• náábùlágìí (másií)
ants	púpúí
peppers	kízègìí
rice seed	mólóyáí
etc.	

2.2 The Monetary System

With these numbers, it is possible to learn the money terminology. Although the Liberian economy is based on the U.S. dollar, much of the terminology is derived from the British pound.

1¢	kàpàgílá	kàpàqíí
5¢	fówúngìí	(kàpà dóó lùò)
6¢	fówún kàpà gílá	(kàpà dózda)
10¢	nàìgìí	(kàpà púúqò)
15¢	éétingíí	
20¢	sènìgílá...	one shilling
25¢	sènìgíláfówún	
50¢	sènìfélegònàì	(20 X 2) + 10
\$1.00	sènìdóólùò dàlàgílá	(20 X 5)
\$4.00	pòwúngílá	
\$5.00	dàlànááqò	

Practice counting to \$1.00 by 5¢ intervals.

Practice counting to 10¢ by 1¢ intervals.

2.3 Dííde...how much/how many.

The question word dííde ~ lííde can be used as a noun, asking how much or how many or as an adjective asking how many somethings.

1. Dííde yà gàa yàzòláiíí...how much is your merchandise?
2. Dííde yà èwòinì nà...how many do you want?
3. Sòwóí yà gàa lííde...how much is the price?
4. Núlííde yà èvàní...how many people came?
5. Máázà dííde yà é ná...how many bananas are there?
6. Máázadííde yà ééyà...how many bananas do you have?

2.4 Exercise: Bargaining Dialog.

Take a number of different objects...bananas, money, stones, matches or whatever is available. Practice the following dialog.

1. What do you have?

Zèbèé yà ééyà?

2. I have two bananas.

Máázàféléqòyá.

3. How many bananas do you have?

Máázàdíídè yà èzèyà.

4. I have 4 bananas.

Máázànáágò yà ézèyà.

5. How much are they?

Dììdè yà qààtìè.

6. One for 5¢.

Gílá yà qaa fówún.

7. How much for all?

Dììdè yà gàà tékpògópè.

8. 20¢

Sèngìllá.

2.5 Plurals

Lorma has two plurals, one for indefinite and the other for definite. The indefinite plural is added directly to the noun base. The indefinite plural has two forms, one, -a, follows weak-conditioning words and the other, ga, follows strong-conditioning word forms.

kpásàgìì	kpásàgà	péleí	péleá	house
másàgìì	másàgà	chíefs	téeá	fowels
kíségìì	kíségà	péleí	péleá	roads

The definite plural is formed from the definite singular. There are three definite singular forms. As mentioned earlier, -qii follows strong conditioning words, and -i follows weak-conditioning words. There are a number of words of the form Cii, Cei, Cee and Cai for which no definite suffix is detectable: NOTE: C = consonant.

sée...elephant kpŷí...worm

In addition, there is a third definite suffix -vɛ, added to locative type words.

nétia...outside	nétìàvè...the outside ~ outside place
zúwá....ground	zúwávè....the ground ~ ground place
	tòdòlávè...forehead
	gázuvè....eye
	dáávè.....mouth

Once the definite is formed the plural tìè, from tíé 'they' is added.

The difference between the definite and indefinite plurals is the same as the difference between the definite and indefinite singular. The indefinite plural means "some", but unspecified, while definite plural means that the noun has been specified previously.

Máságàà táá vè. Some chiefs are here (but their number, and other facts have not been specified).

Máságìtìè táá vè. The chiefs (that you told me about) are here.

2.6 Exercises for Practicing Plurals

Using the various noun charts practice forming the plural. (Before you try, make sure you are familiar with the identification of the word in the singular.)

3. SUGGESTIONS FOR LEARNER INITIATED STUDY

3.1 Marketing

Now that you are armed with the linguistic tools, you should go to the market and practice your buying. By this time you should know the names of every type of produce on display. If you do not, you have only to ask.

If you have to ask, however, buy it and bring it home with you, then you can practice its pronunciation with your tutor.

If you are studying the language in a part of the country where Lorma is not spoken, then we recommend that you go to the market in your area and get the experience of being in the market and purchasing items.

Bring the items home with you and practice the same market procedure with your tutor.

3.2 Market Organization

In larger markets you will note that there is considerable organization to the market, even if there are no market stalls. While you are going through the market, make a mental note of what you see, and try to reconstruct it as a map when you get home. You will find that it will take several visits before you have it all down. Find out what fees a market person must pay to be permitted to trade. Find out whether some days are considered more important than others.

3.3 Vocabulary Study

Review all the vocabulary to date (see the summary at the end of each lesson).

Put them on flash cards if you haven't done so already. Rather than an English gloss, it is preferable to put a picture of the object, because this will help you to relate to the thing itself and not have to go through a translation of it.

Once you have made the flash cards, practice the definite singular, definite plural, and indefinite plural. Ask your tutor to use them in a sentence. Encourage the tutor to use a variety of sentences. Make sure you understand the sentence, then write it down on the flash card, with a translation with it. Then repeat the sentence for your tutor.

NOTE: This drill can be repeated on different occasions each time adding a new set of questions.

On your way to work, market, lessons, etc., identify objects on the way: houses, trees, children, and count them from one to ten.

4. VOCABULARY

-à...indefinite plural (see Lesson 8, section 2.4)

dàlàgíí...dollar

déézidà...six

díidé, líidé...how much

dóoluò...five

dóofelà...seven

dóosavà...eight

éétingíí...15¢

félégò...two

fówungíí...nickel

-gà...indefinite plural (see Lesson 8, section 2.4)

géngén...to fry

géyá...to buy

gilágíí...one

yále...there is

kàpàgíí...penny

kpógapé...all sorts of

kpýí...worm

máázàgèngén...fried plantains

másií...matches

mólóyáí...rice seed

náagò...four

naígíí...dime

népé...every

ḡáábùláágíí...matches

ḡáí...egg (see tééḡàì)

ḡètèà...outside

ḡètìàvè...the outside

póngíí...pound \$4.00

pódílòò...transact business

púpúí...ants

púúgò...ten

sàyáí...market

séf, séé...elephant

Sèdífóló...Sunday

sèḡíí...20¢ from shilling

sòlòwó, zòlòwó...to obtain

sówóí...price

súbù...morning

tábàgò...together with

táwúgò...nine

tééḡàì...chicken eggs

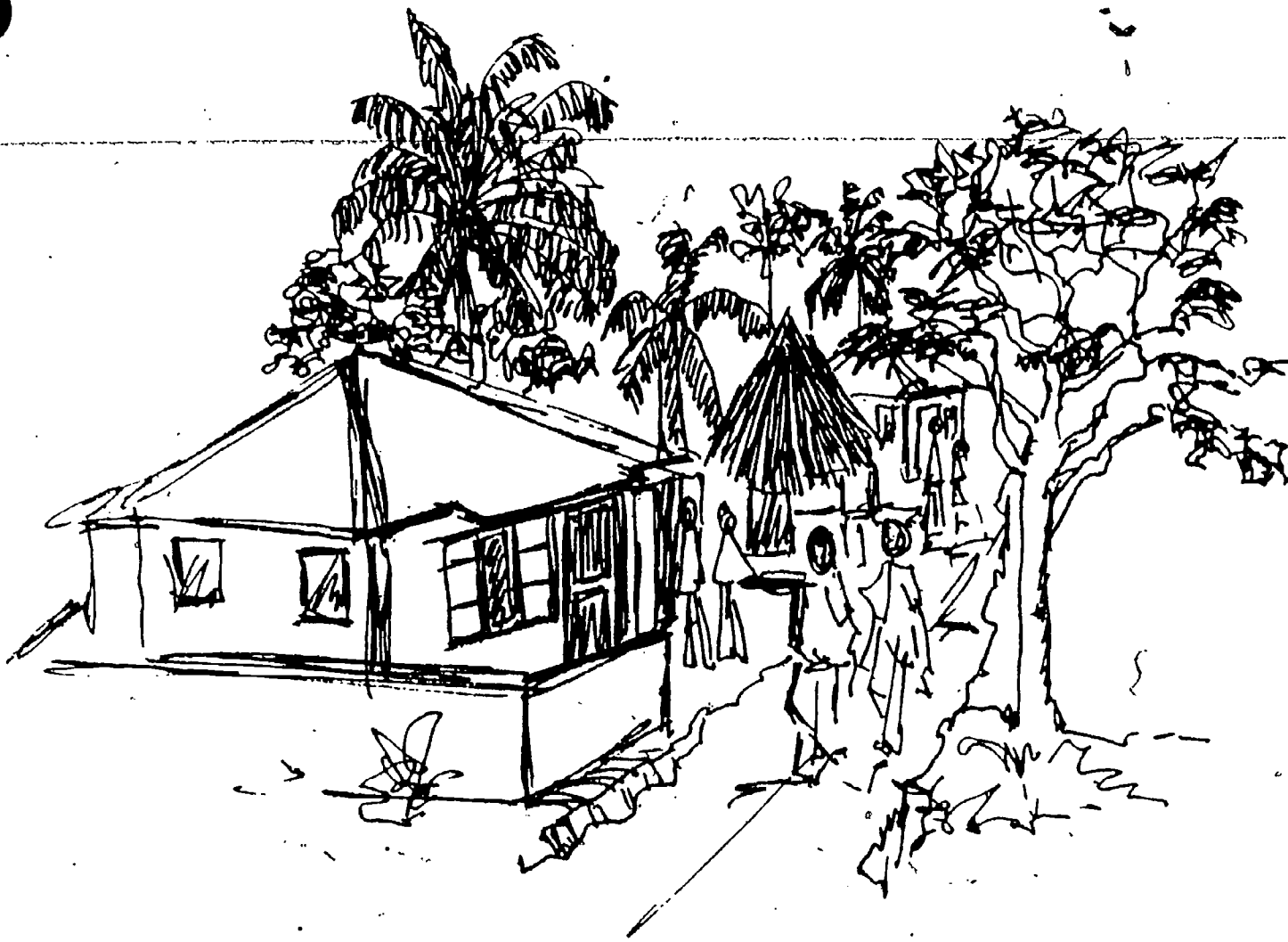
-tìè...plural suffix

-vè...locative/definite suffix
(see Lesson 8, section 2.4)

zòò < sóó...be able, can

zòlálítìè...market things, merchandise





1. TEXT

1.1 Monolog: Péleí

Pélezèizúfélegò yà, é Lòmàzúizù. Wòlòwòlòwù mààvèlèì yà gàà kííyìlìpèlèì. Lúmùgìlákàno, è téwù. Télòogé yà gàà gúlú, tá póló évéé tétégìivà. Pélenìnnéí, é Lòmàzùizù tá yà kpésàpèléí. Péléínáitìè télòogé yà gàà pólóvilíkíí, tá símèndìí évéé pánífkálágíivà. Yéetà, tá bílíkíí zìè gàà símèndìí, té pín zìè má. Kpésàpèlèlámáá yà nó gàà, lúmùnàágò. Péléwáláfíyílá kà yà kpésàpèléwù. Zàmazuvé péléwálááíwù tá ñabúí lòò ná kéévaamá náyegàà díyíyìlìzuvè. Lúmùgìlákà, zúnúí vàamá gàà yíé ñííbù. Lúmùizòitìè, télyáítìè, táwóí évéé saa ñázáítìèvà. Mólówótáí yà nètèàvè, tá mólóí wulò ná.

Breakdown: Péléí...The House

1. Pélézéízáfélégò yà, é Lòòmàzúízá.

There are two kinds of houses in Lorma country.

zéízá...kinds

yà...emphatic marker

é...it (agreement with the plural subject is only optional)

zúí...country

2. Wòlòwòlòwumààvèlèí yà gàà kííyílìpèlèí.

The traditional houses are circular.

wòlòwòlò...by gone times

wù...in

mààvèlèí...these (aforementioned house)

kííyílìgìì...circle (forms compound with pèlèí)

3. Lúmùgìlákàno, è téwù.

They have only one room.

lúmùgìì...room

kàno...only

è téwù...it is in them

4. Télòogé yà gàà gúlú tá pólóí évée tétégììvà.

They are built with sticks and mud and grass thatch.

lòogé...stative form of build

gúlú, gúlíí...wood, tree, sticks

tá...and

pólóí...mud

tétégìì...grass thatch

5. Pélénìínéí, è Lòòmàzúízá tá yà kpésàpèlèí.

The new houses in Lorma country are square houses.

kpésàgíí...square (compounded with pèlèí)

6. Péléíníítìè télòògé yà gàà pólóvìlìkífí, tá síméndìì évéé páníí-kálágíivà.

These houses are built with mud block and cement and zinc.

péléíníítìè...these houses

télòògé...they are built

pólóvìlìkífí...mud bricks

síméndìì...cement

páníkálágìì...galvanized iron

kálágìì...flat sheet

7. Yéetà, tá bílìkífí zìè gàà síméndìì té pín zìè má.

Sometimes they will plaster the bricks with cement and paint it.

yéetà...sometimes, perhaps

zìè, sìè...to rub, spread

pín...paint.

má...on it

8. Kpésàpèlèlámáá yà nó gàà lúmùnáágò.

Most square houses are only with four rooms.

lámáá < támáá...many, plenty

yà nó gàà...are only with = that is to say

lumu...room

9. Péléwáláíyílá kà yá kpésàpéléwù.

A square house has one big room.

péléwáláí...big room

kà...emphatic particle

wù...in

10. Zàmazuvé pélewáláiwú, tá gábúí lòò ná, kéevaamá náyegàà díyíyílizuvè.

There is a fireplace in the middle of the big room in order to have a place to cook.

zàmazù...in the middle -ve stative particle, place

gábúí...fire

lòò...build (literally, they build fires there)

kéevaamá...in order that

náyegà...there is

díyíyílizuvè...cooking place

11. Lúmùgílá kà, zúnúí vāama gāa yíé nīibù.

There is one room for the man to sleep in.

zúnúí...the man

vāama...for him

gāa yíé...with him

nīibù...sleep in

12. Lúmúizòitìè, táléyáitìè, táwóí évéé sàa nāzāizòitìèvā.

The other rooms, (are for) their children, their friends and his other wives.

zòí...other

léyáí...children, (younger brothers and sisters)

wóí...friends

nāzāí...wife

13. Mólówotái yā nēteavēi, tá mólóí wulò ná.

The rice kitchen (storage area) where they store the rice is outside.

mólóí...rice

kótái...kitchen = storage area

nēteā...outside

vēi...place

wulò < kulò...take



1.2 Dialog: Púlúí yà mà.

- | | |
|-------------------------------|--|
| 2. Púlúí yà mà. | 1. |
| 4. Ówè, gèwóinì gè láámì. | 3. <u>èwóinì</u> è láámì. |
| 6. <u>emà</u> mà, bẹ̀ gè kón. | 5. Fólómó, <u>èwóinì</u> è láámì yà bàláá. |
| 8. <u>èwóinì</u> è zíé b́ólé. | 7. Váá dé láá mì. |
| 10. Zíé yà tázoo è ḱpólé. | 9. Gèwóinì gè zíé b́ólé, è màrà. |
| 12. | 11. <u>è</u> màrà. |

Breakdown: Púlúf yà mà...I'm hungry.

2. Púlúf yà mà.
I am hungry.
púlúf...hunger
mà...on me (Literally: Hunger is on me.)
3. èwóínì è láámì?
Do you want to eat?
láámì...eat
4. Owè, gèwóínì gè láámì.
Yes, I want to eat.
5. Fólòmò èwóínì è láámì, yà bàláá?
Folomo do you also wish to eat?
yà bàláá...you too
6. èmàmà, bé gè kón.
Thank you, let me taste it.
èmàmà...thank you
bé...let
gé...I
kón...taste it
7. Váá dé láámì.
Come, let's eat.
dé...we (inclusive)
8. èwóínì è zíé b́ólé.
Are you thirsty?
zíé...water
b́ólé, kpólé...drink
10. Zíé yà tázóó è kpólé.
Here is water to drink.
Literally: There is water, take it and drink it.
zóó...catch, take

2. GRAMMAR, EXERCISES AND CULTURAL NOTES

2.1 The Simple Future

The simple future, translated most accurately by the English auxiliary 'will' is constructed with a future pronoun and a verbal base. The future pronouns are identical to the emphatic pronouns, except for the third person singular, where tówàà appears instead of tò. Thus for practical purposes the future differs from the progressive by the presence or absence of su ~ zu.

Gàlìzú.	I am going.
Gàlì.	I will go.
Gà séyé wúózù.	I am washing clothes.
Gà séyé wùò.	I will wash clothes.
Tò lìizú.	He is going.
Tówàà lìi.	He will go.

The negative is formed by using the negative pronoun, the negative particle and the verb perfect tense (a ~ ga form). Below is the full paradigm, affirmative and negative of...Tomorrow X will eat rice.

	<u>Affirmative</u>	<u>Negative</u>
I	Nìná gà séyé wúó.	Nìná gèlè séyéí wúóá.
you _s	Nìná yà séyé wúó.	Nìná èlè séyéí wúóá.
he	Nìná tówáá séyé wúó.	Nìná élè séyéí wúóá.
we _x	Nìná gá séyé wúó.	Nìná géle séyéí wúóá.
we _n	Nìná dá séyé wúó.	Nìná délè séyéí wúóá.
you _p	Nìná wá séyé wúó.	Nìná wèlè séyéí wúóá.
they	Nìná tá séyé wúó.	Nìná télè séyéí wúóá.

The simple future also carries the meaning that you are able, particularly if the same tense does not occur in the preceding sentence.

2.2 Suggestions for Drilling the Future Tense

A. In Lesson VII, a number of drills were suggested for learning the past tense forms. These were labeled as follows:

- a) Discrimination
- b) Dictation
- c) Repetition
- d) Question-Answer
- e) Transformation
- f) Substitution
- g) Pronoun Drills

Use these drills to practice the future tense with the charts accompanying Lesson VII.

B. Story Drill

The pictures in the following chart tell a simple story. The sentences associated with each picture are given in the present tense. Once you have learned the story in the present tense, practice converting the sentence into the future or future negative.

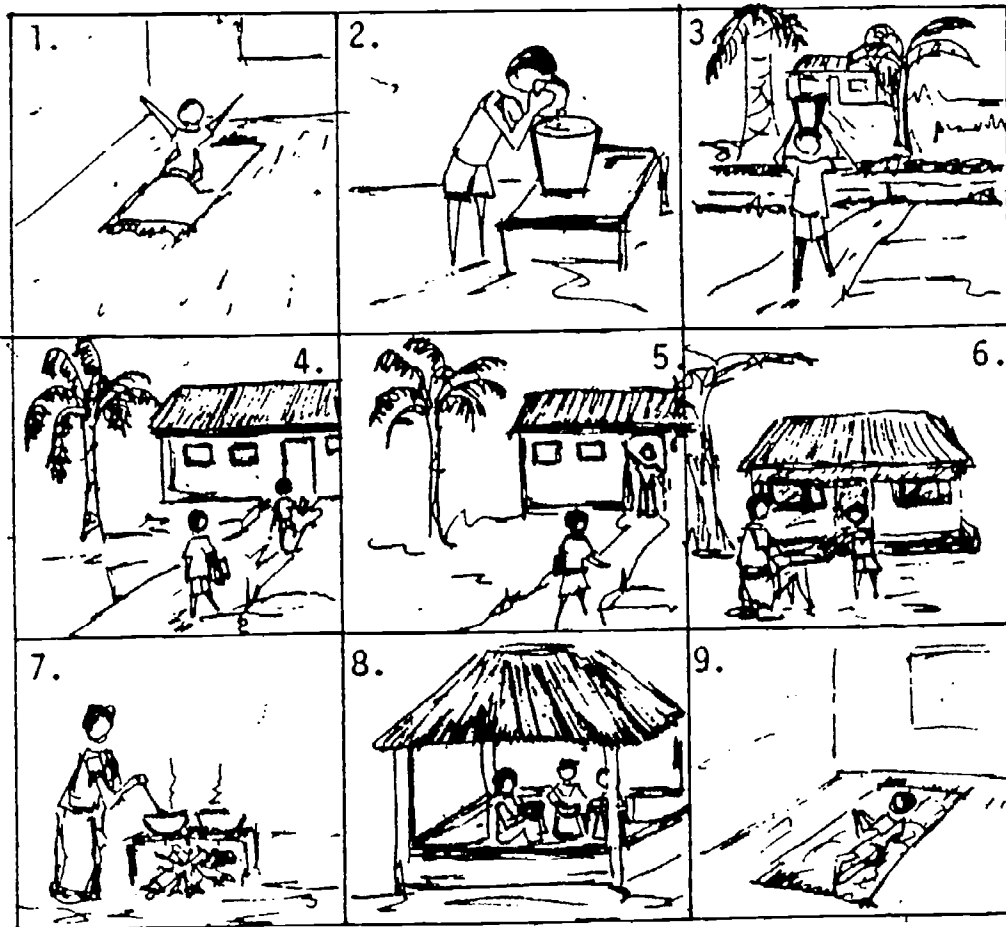
You can also use this drill to review the past tense.

Note also that different pronouns can be used in place of the third person singular.

C. Story

1. Kólù yà wú sìyìzú gàà súbù.
2. Kólù yà gáázù wúózù, é mááyìlì.
3. Kólù yà lǐǐzú gàà zífè pélélà.
4. Kólù yà sàà ná kólóí zìyìzú èlǐí kólóvéléwù.
5. Kólù yà sàà vǎázù pélélà yǐè wúló kólóvélélà.
6. Kólù yà wóósù déyéf pélélà.
7. Kólù, yà bósú déévà gàà è díyíyìlì.
8. Kólù yà láámìzù.
9. Kólù yà lǐǐzú ǵíííí.

DAILY ACTIVITIES



1. Kolu is waking up in the morning.
2. Kolu is washing her face and getting dressed.
3. Kolu is carrying water to the house.
4. Kolu is picking up her books and going to school.
5. Kolu is coming home from school.
6. Kolu is playing with her younger brother.
7. Kolu is helping her mother with the cooking.
8. Kolu is eating.
9. Kolu is going to sleep.

2.3 Alienable Possession

In Lesson IV you were introduced to one kind of possession called inalienable possession. Inalienable possession is concerned with the relationship between the possessor and objects which are really non-transferable to others, such as body parts and blood relatives. In opposition to this kind of possession is alienable possession which concerns the ownership of all other entities.

The major difference between these two types of possession is found in the possessive pronouns, as can be seen in the following examples:

	Alienable My <u>house</u> (etc.)	Inalienable My <u>nose</u> (etc.)
I	nàpèléí	sòkpàì
you _s	yàvèléí	èzòkpàì
he	nápéléí	sókpàì
we _x	gávèléí	gézòkpàì
we _n	dávèléí	dézòkpàì
you _p	wávèléí	wòzòkpàì
they	távèléí	tézòkpàì

2.4 The Tones of Alienable Possession

The possessive pronoun can have one of two effects on the following noun (1) it can raise the tone of the noun (3rd person singular) or (2) it can lower the tone of the following noun (the remaining pronouns). Below are some examples:

house

nàpèléí
yàvèléí
nápéléí
gávèléí
dávèléí
wávèléí
távèléí

chief

nàmasàgíí
yàmasàgíí
nàmasàgíí
gàmasàgíí
dàmasàgíí
wàmasàgíí
tàmasàgíí

cobra

nàzììlìgíí
yàyììlìgíí
nàzììlìgíí
gàyììlìgíí
dàyììlìgíí
wàyììlìgíí
tàyììlìgíí

According to these rules, 'my house' should have the tone pattern nàpèléí but it doesn't. This is because when the weak suffix is high-toned, it pulls up the tone of the preceding syllable. Thus the derivation of the tones for 'my house' is as follows:

nápéléí lowering → nàpèlèí suffix tone adjustment → nàpèléí

The learner need not bother with this explanation when learning the forms. It is only necessary to remember that possessed weak conditioning nouns have a high tone final syllable in the definite.

The act of alienable possession automatically converts the possessed noun into a high tone conditioning noun, so that the following word whether a suffix, or an adjective will be high-toned.

nàmasàgíí	my chief
nàmasànínéí	my new chief
nàpèlénínéí	my new house

2.5 Bring, Carry, Take, Give

These semantically related verbs function syntactically as follows:

- A. Bring and carry function alike and can be translated literally as come with and go with.

Líi lá.	Carry it. (Take it away.)
Vaa lá.	Bring it.
Líi gaa návóléí.	Take the money away.
Vaa gaa návóléí.	Bring the money.

- B. The preposition gaa takes a special set of pronouns.

Líi gaa zù.	me	Bring me (etc.)
Líi gaa yè.	you _s	
Líi là	him	
Líi gaa yíé	us _x	
Líi gaa díé	us _n	
Líi gaa wíé	you _p	
Líi gaa tíé	them	

- C. Expansion of the Object.

Vaa lá.	Bring it.
Vaa gaa návóléí.	Bring the money.
Vaa gaa návóléíníí péíéí wù.	Bring the money from the bank.

- D. To express the notion 'to bring it to me,' the personal pronoun is combined with the position pó following the verb vaa.

Vaa là pó.	Bring it to me.
Vaa là ewó.	Bring it to you _s .
Vaa là pó.	Bring it to him.
Vaa là gewó.	Bring it to us _x .
Vaa là dewó.	Bring it to us _n .
Vaa là wowó.	Bring it to you _p .
Vaa là tewó.	Bring it to them.

E. Give and Take - fé and síyí

The verbs 'give' fé and 'take' síyí operate differently from 'bring' and 'carry':

Síyí.	Take it.
Návóléí zìyì.	Take the money.
Fé.	Give it.
Návóléí vè.	Give the money.

F. The benefactor is marked by a special set of pronouns:

Fé zèyà.	Give it to me.
Fé èyà.	Give it to you.
Fé zéyá.	Give it to him.
Fé géyá.	Give it to us _x .
Fé déyá.	Give it to us _n .
Fé wèyá.	Give it to you.
Fé téyá.	Give it to they.
Fé máságìì èyà.	Give it to the chief.

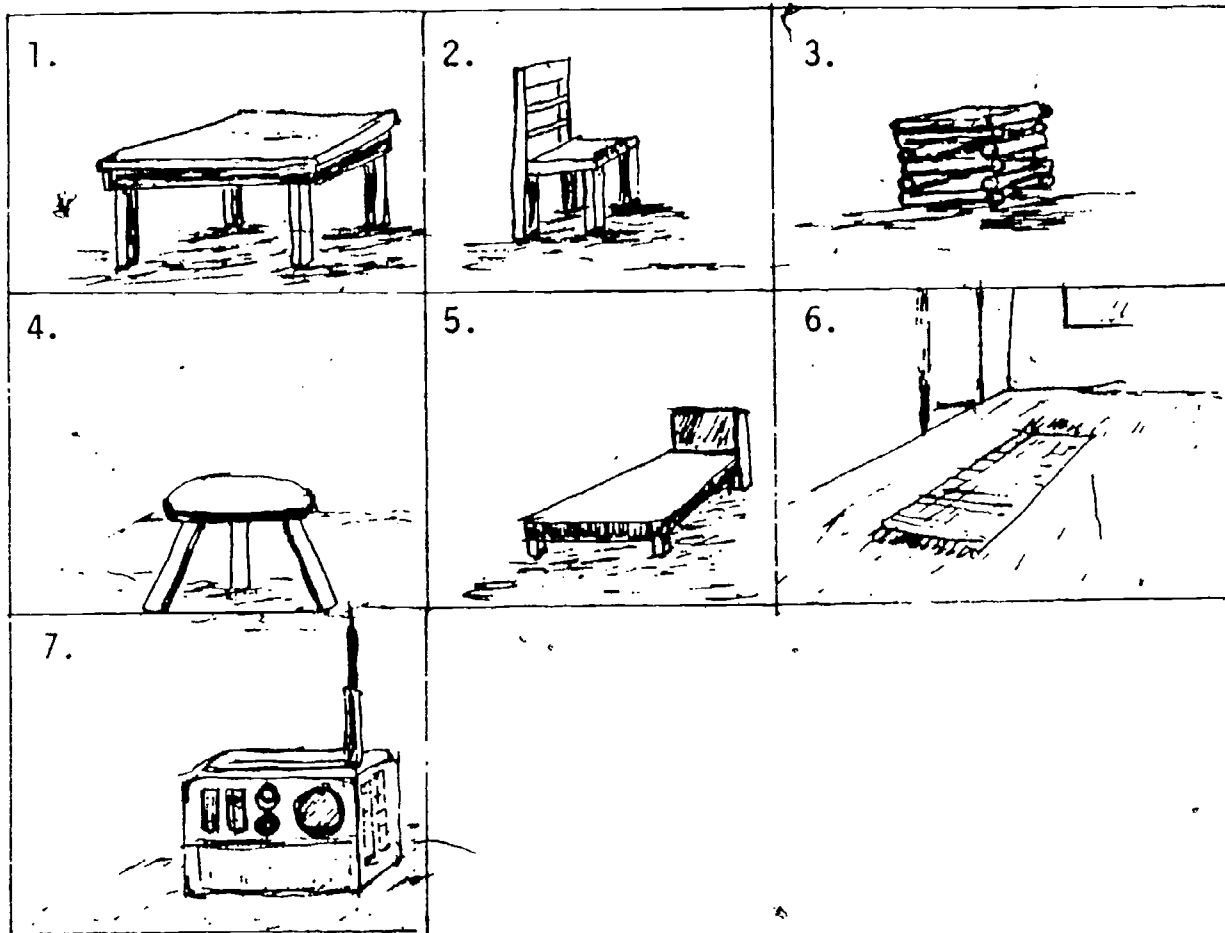
2.6 Practicing Possession

Alienable possession can be learned in the same way as inalienable possession. Using the procedures outlined in Lesson IV use the following charts to develop ease at manipulating inalienable possession.

CHART 1

Household Furnishings

1. tévéé	table
2. kpópógìì	chair
3. kpézéí	bench
4. kpákálágìì	stool
5. bétéí	bed
6. sáábáí	mat
7. lúdfé	radio

HOUSEHOLD FURNISHINGS

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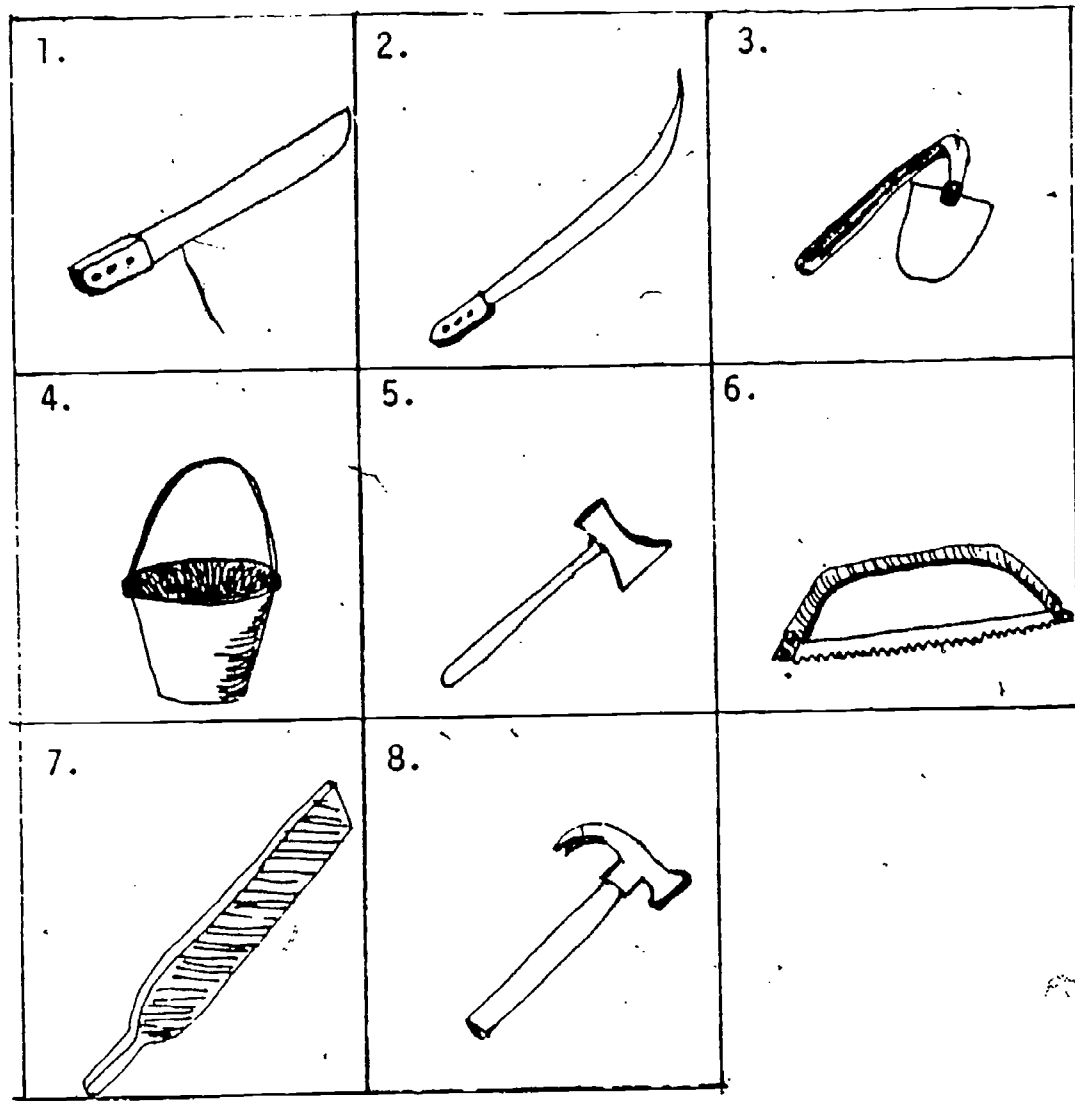
TOOLS

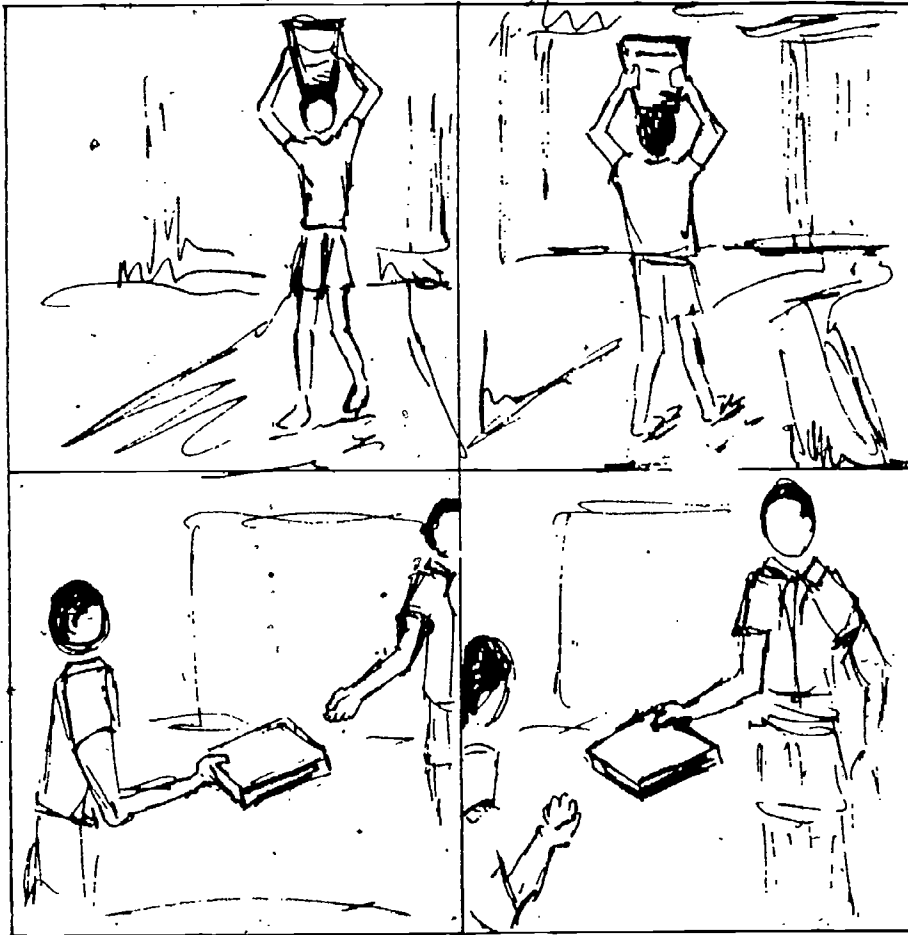
CHART 2Tools

1. ǂéǂéǂǂǂǂ	cutlass
2. táǂǂǂǂǂǂǂǂ	grass whip
3. kǂǂǂǂ	hoe
4. bǂǂǂǂ	bucket
5. zǂǂǂǂǂǂ	axe
6. sǂǂǂǂ	saw
7. kǂǂǂǂǂǂ	file
8. kpǂǂǂǂǂǂ	hammer

In addition, you should review your other vocabulary by practicing inalienable possession with them.

2.7 Suggestions for Drilling Bring, Take, Give, Carry

Using the standard procedure (comprehension precedes production) take an object and practice talking about the bringing, taking, giving and taking of it away. Use commands at first, but also drill with the other pronouns, using the following chart.



2.8 Cultural Note: Lorma Etiquette

As with other peoples of the world, the Lorma have a clear idea of eating manners, many of which run counter to those of Americans. The following notes about table manners were largely abstracted from a mimeographed handout entitled "Some Notes on Lorma Culture" by Esther Morris and Henry Bai T. Flomo.

- a) When people are eating and someone comes, he will be invited to join; the only exception being someone eating a small quantity of food. In such an instance the person will say to the visitor..."This is what you see me with." Remember only stingy people refuse food to their guests.
- b) The host will always taste the food first before offering it to a guest. This is proof that the food is not poisoned. For the same reason, many people prefer to see bottles opened in their presence.
- c) Meals are eaten in silence, this means no conversation, laughing, loud chewing, lip smacking, etc.
- d) After the meal, a person will clean his mouth, though he will move away from the table so as not to insult the cook.

2.9 Cultural Note: Two Cultures in One

In Lorma country, as elsewhere in Liberia, there are two competing systems of behavior, one Kwi (western) and the other indigenous African. This means that while the above statements may be true, they are not always true. Thus you may find yourself in situations where your host makes every effort to act Kwi, quite possibly in your honor, while you are trying to act Lorma in theirs. To find out how to behave in a given context, you have simply to ask.

3. SUGGESTIONS FOR LEARNER INITIATED STUDY

3.1 Picture Exercises

One very good way to pick up new vocabulary and learn about new usages of learned vocabulary is to use a picture. While photographs are useful, you will find they are hard to obtain. Liberians are very suspicious of photography, especially since the revolution. This means that you will have to resort to other means. While there are a number of pictures in this book, they alone will not or at least should not satisfy your curiosity. Thus you will need to supplement the pictures in this book with your own. Here you will find that stick figures are fully adequate for the task, and that the very process of sketching a scene will increase your awareness of things about you. To use a picture, simply ask your tutor to tell you about the picture.

3.2 Floor Plan of a House

What goes on inside a Lorma house? How are the living quarters divided and what is their function? More importantly, who lives inside? Are they related? What are their duties in the household?

In finding out the answers to these questions you should be sure that the people you ask will not be offended by such personal questions. Such people will most likely be those that you have already developed an acquaintance with, a student, a coworker, your tutor. Make sure you ask permission before you launch into your interrogation. As you gather your information, it is helpful to write down the information. This will help you to formalize your understanding and help you to formulate new questions.

3.3 Composition

Write a ten sentence composition about the organization of a Lorma house. Go over it with your tutor making corrections as needed. Then use the standard procedures. Commit this to memory.

4. VOCABULARY

X- báláá...also X

bétéí...bed

bílikíi...brick

bókíi...bucket

déáí...children (plural of duu)

déyá...to us

dè...we (inclusive) neg.

dè...we (inclusive) will

dì...us_n (object of gaa)

èyà...to you (S)

é...he, she, it (neg)

è...you (S) neg.

fé Y-èyà...give X to Y

gà...I will

gáazuwúó...to wash face

géyá...to us (X)

gé...we (exclusive) will

gé...I, neg

gé...we (exclusive) neg

káíí...hoe

káno...only

kéesvaamá...in order to

kíliyíligíi...circular

kízígíi...file

kotáí...kitchen = storage building
for grain and cooking place

kón...to taste

kpákalágíi...stool

kpéságíi...square

kpézeí...bench

kpéléyáí...cutlass

kpókóógíí...hammer

kúló...to take, remove, pick

lá...him, her, it object of gaa
(see text 9.2.5)

lìí gaa X...to carry X

lúdíé...radio

lúmùgíi...room

mááyíí...to get dressed

mólóí...rice (unprocessed)

nàbúí...fire

páníkálágíi...sheet iron, corrugated
zinc roofing

pín...paint

pó...to him, her, it (see 9.2.5)

pò...to me

pólóí...mud

púlúí...hunger

púlúí yà mà...I'm hungry.

sábáí...mat

séyéí...clothes

síé...rub it

síméndíi...cement

sòóí...saw

tá...they will

tápíawólíí...grass whip

télè...they neg.

tévéé...table

tétegií...thatch

tié...they (object of gaa)

tóó (S H)...to build

tówáá...he, she, it will

váa gáa X...to bring X

véi...place

wé...you (pl) neg.

weya...to them

wié...you (p) object of gaa

wóo X...play with X

wólówóló...by gone, traditional

yá...you (S) will

ye...you (sg) object of gaa

yié...us(X) object of gaa

zámázuvé...in the center place

zéyá...to me

zéízu...kinds

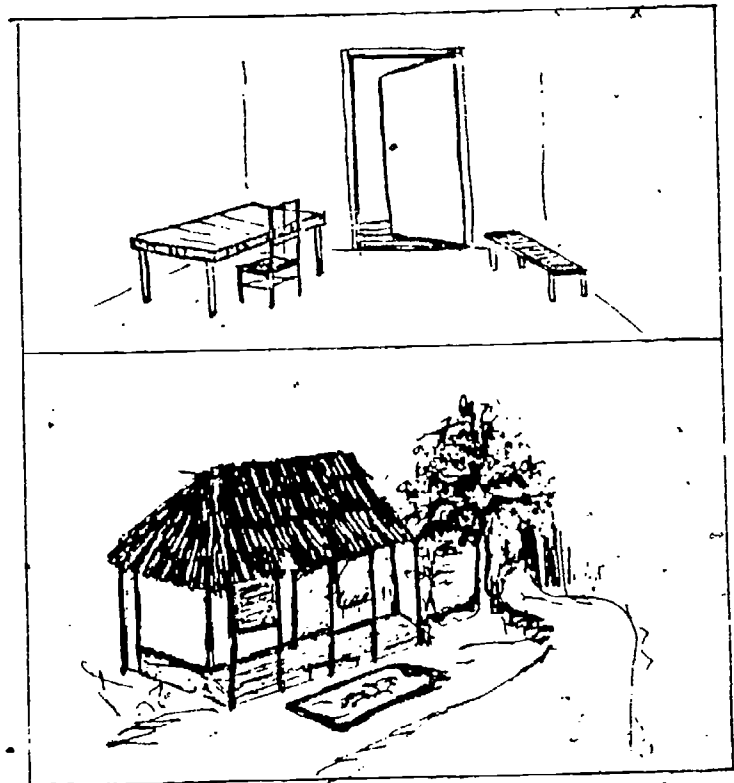
zííligíí...cobra

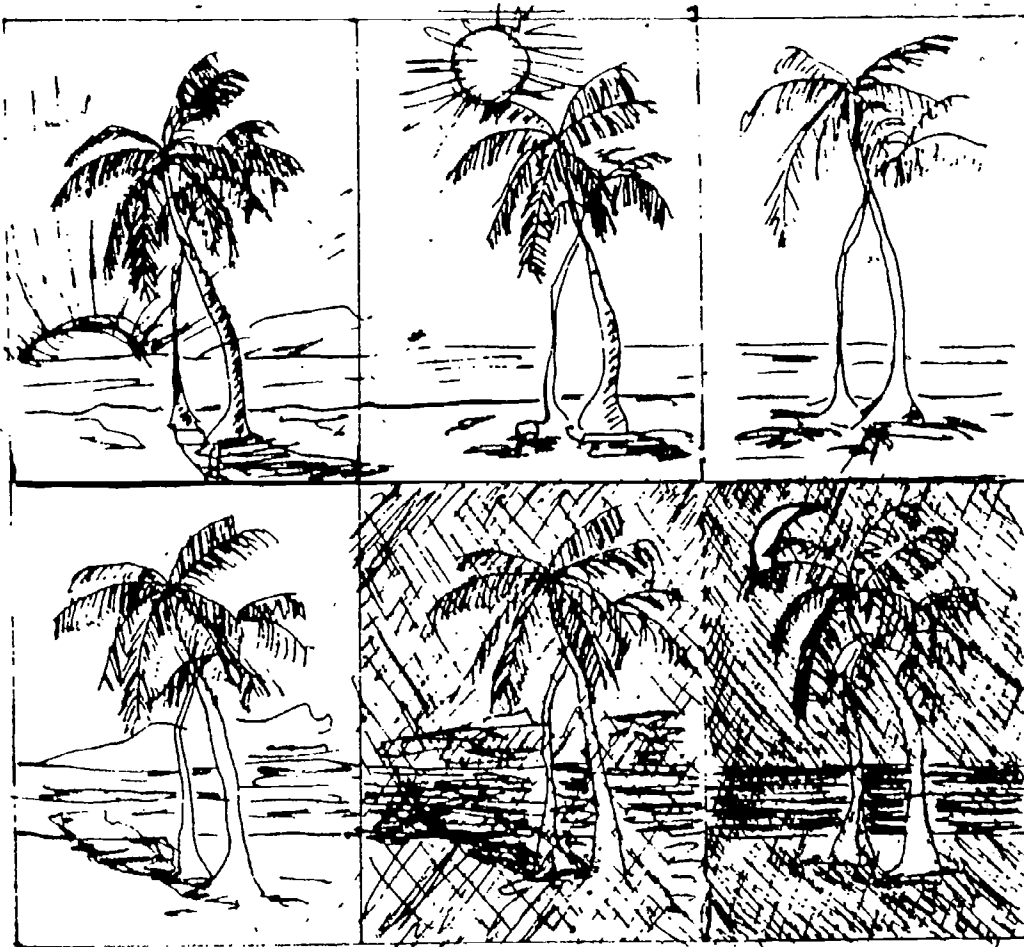
zoo...catch, take (also soo)

zooové...axe

zói...other

zú...me (object of gaa)





1. TEXTS

1.1 Monolog: Fóléí

Lóomà zuìzú, fóléíyàwèwè lísítá. Gá yé tìtá géláábógà. Géláábógà yà gàà, núbògópé tá wúzìyì nàláázù. Súbù yà gàà géláábógà wúlù. Súbù yà gàà síézìyì yálávàlísítéímà, òlòò gálávàpúúgò káí félégósímà. Kpókòvòlò yà gàà súbù wúlù. Kpókòvòlò yà gàà síézìyì, yálávàpúúgò káí félégósímà, òlòò yálávàlísítáímà kpókó. Kpókó yà gàà kpókòvòlò wúlù. Kpókó yà gàà síézìyì yálávàlísítámà kpókó, òlòò yálávàlósóféléímà kpókó. Kpídì yà gàà kpókó wúlù. Kpídì yà gàà síézìyì yálávàlósóféléímà, òlòò yálávàpúúgò káí félégósímà kpídì. Kpídìzààmà yà gàà kpídì wúlù. Kpídìzààmà yà gàà síézìyì yálávàpúúgò káí félégósímà, òlòò yálávàlólólóúímà. Fólónìnnéfévää..

Breakdown: Fóléí - The Day

1. Lòmàzùizú, fóléiyàwèwè lísítá.
In Lorma country, the day is divided into six (parts).
yàwè...to separate
wè...stative particle
2. Gá yé tiìà géláábógà.
We call the first dawn.
3. Géláábógà yà gàà núbògópé tá wúzìyì náláázù.
Dawn is when everybody gets up from thier sleeping places.
núbògópé...everybody
wúzìyì...to get up
ná...his/her
láázù...resting/sleeping place
4. Súbù yà gàà, géláábógà wúlù.
Morning follows dawn.
súbù...morning
wúlù...to follow
5. Súbù yà gàà síézìyì yálávàlísítéímà, ólòò yálávápúúgò káí félégósímà.
Morning lasts from six o'clock to 12 o'clock noon.
síézìyì...to pick up, begin from
yálávà...hour
lísítéí...six (definite form)
ólòò...until it stands
púúgò káí félégósí...twelve (10 + 2)
6. Kpókónvòlò yá gàà súbù wúlù.
Afternoon follows morning.

7. Kpókòvòlò yà gàa síézìyì yálávápúúgò káí félegóíma, ólòò yálávà-lísítáíma kpókó.

Afternoon begins at 12 o'clock and lasts until 6 o'clock in the evening.

kpókòvòlò...afternoon

kpókó...evening

8. Kpókó yà gàa kpókòvòlò wúlù.

Evening follows afternoon.

9. Kpókó yà gàa síézìyì yálávàlísítáíma kpókó, ólòò yálávàlósóféléíma kpókó.

Evening lasts from five to seven in the evening.

10. Kpídì yà gàa kpókó wúlù.

Night follows evening.

11. Kpídì yà gàa síézìyì yálávàlósóféléíma, ólòò yálávápúúgò káí félegóíma kpídì.

Night lasts from seven o'clock till midnight.

12. Kpídìzààmà yà gàa kpídì wúlù.

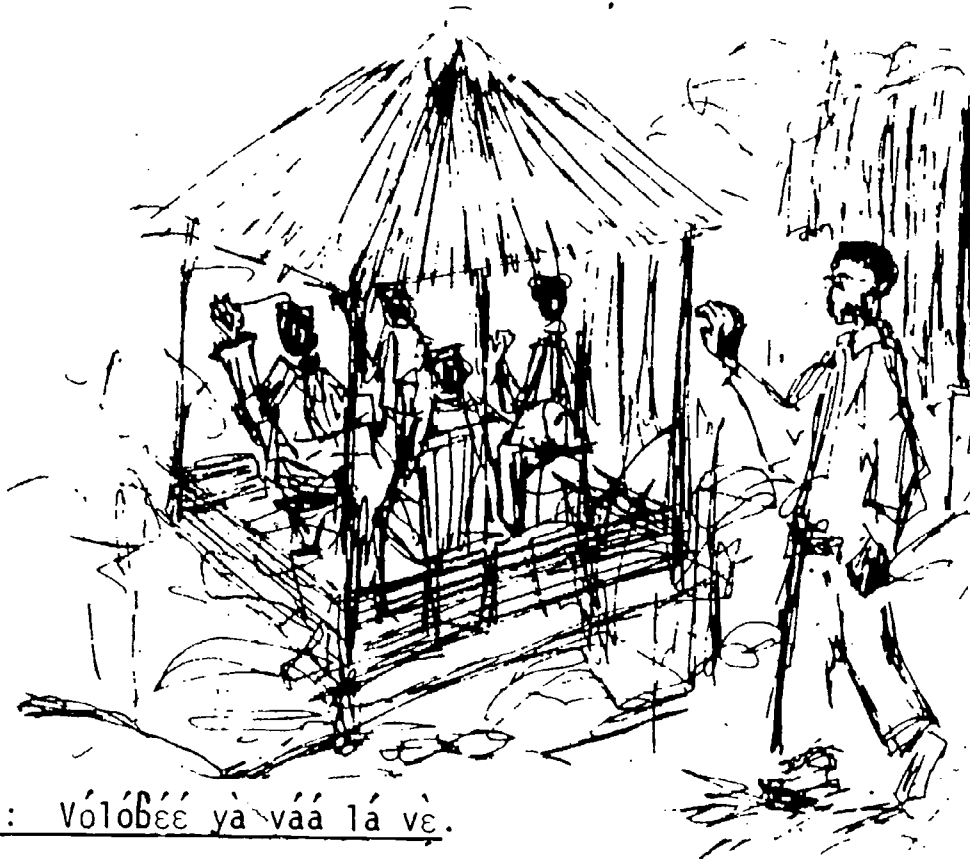
Late-night follows night.

13. Kpídìzààmà yà gàa síézìyì yálávápúúgò káí félegóíma, ólòò yálávàlòólóúíma.

Late-night lasts from midnight until five o'clock in the morning.

14. Fólónìnnéíeváá.

A new day comes.



1.2 Dialog: Volóbee yà vaa lá vè.

1.
2. Zèbée yà ké nina?
3. Galiizú gelii nakpalagiiizu.
4. Taa yabalagiiizu nadaaziiyizu maale.
5. Taa nabalagiiizu nadaazigiima Zeliméi.
6. Ná yà peléwopá?
7. Maanèevée, elii Fisebu, elévé ná, elii Wóozu; siezigì Wóozu, elii ná kpalagiiizu, too gaa yalavayilasie Wóozu.
8. Ewoini à ge, evaa, potazevé?
9. Owè, taizebée, yielií là.
10. ninasubu yà, gelii là.
11. Miné yà age gazoo ge evete na.
12. Kaboosuv yà gaa men.
13. Subu?
14. Ga e vete na.
15. Ga kavela yà ziezú saa geziti napelila.

Breakdown: Vólóbéé yà vǎá lá vè. - When will you come here?

2. Zèbéé yà ké. ǵìná?

What are you doing tomorrow?

zèbéé...what

ké...do

ǵìná...tomorrow

3. Gǎlǐǐzú gèlǐǐ nàkpàlàǵíǐzù.

I'm going to go to my farm.

gǎlǐǐzú...I'm going to

kpàlàǵíǐ...farm

4. Táá yàbàlàǵíǐzù nàdǎázíǐzù mǎálè?

What is the name of your farm village?

táá yàbàlàǵíǐzù...town-your-farm-the-in

nàdǎázíǐǐ...its name

mǎálè...it is called

5. Táá nàbàlàǵíǐzù nàdǎázíǐǐmǎ Zéléméí.

My farm village is called Zelemai.

6. Ná yà péléwópá?

Is it on the main road?

péléwópá...main road

7. Máánèèvéé, èlǐǐ Físèbù, èlévé ná, èlǐǐ Wóózù; síézìyì Wóózù èlǐǐ
nà kpàlàǵíǐzù, tó gǎà yálávàǐlǎsìè Wóózù.

You have to go to Fisibu, you pass there, you go to Woozi, from
Woozi to my farm is about a one hour's walk.

máánèèvéé...it is necessary

lévé...pass

Wóózù...Woozi

síézìyì...beginning from

yálávàǐlǎsìè...a one hour's walk

8. Èwoínì à gé èvàà pòtázèvé?
Would you like to come to my home?
à gé...willing, able
pòtázèvé...my home?
9. Ówè, táízèbée yìèlíf là?
Yes, when are you going there?
táízèbée...when = what time?
10. ǵìnàsúbù ǵà, gèlíf là.
I'm going tomorrow morning.
11. Mìné ǵà àgé gázóó gè èvètè ná.
Where will I be able to see you.
mìné...where
àgé gázóó...I will be able
pètè...to see, meet
12. Kábóózùvé ǵà gàà mèné.
At the taxi station.
14. Gà èvètè ná.
I will see you there.
15. Gà kávèlá ǵà zìèzú sáá gèzìtí nàpèléílà.
I will try to reach home now.
kávèlá ǵà zìèzú...try
zìtè...reach
sáá...now

2. GRAMMAR, EXERCISES, AND CULTURAL NOTES

2.1 Immediate Future

The immediate future is used when the action is about to be performed, or may be in the act at that moment, but not completed. The construction of the immediate future involves the use of the verb lii 'go' or vaa 'come' in the present progressive followed by the main verb in its present participle.

ga- $\left\{ \begin{array}{l} \text{liizu} \\ \text{vaazu} \end{array} \right\} + \left\{ \begin{array}{l} \text{liizu} \\ \text{sogazu} \\ \text{bozu Pewuma} \end{array} \right\} = \text{I'm going} \quad \begin{array}{l} \text{to go.} \\ \text{catch it.} \\ \text{tell Pewu.} \end{array}$

2.2 Suggestions for Drilling the Immediate Future

The Immediate Future can be practiced using the techniques listed in Lesson 9. Those drills can be run with the following story drill, and with the other drills described in Lesson 9.

2.3 Story

1. Biiyà wúziyì.
2. Dótózu lé wódonì.
3. Kóózuvè, gáa walázù.
4. Tó liizú sálévàléilà.
5. Tóo námakpóósù, ágéé éwélé dagítaíva.
6. Dógítái yà à gée. é kòò.
7. Dógítái é sáléí tà vée vée zéyá.
8. Biiyà lótozu wódové sàa. Kásé lé Gálámà.

1. Biiya gets up.
2. He does not feel well.
3. His stomach is hurting him.
4. He is going to the hospital.
5. He is waiting to see the doctor.
6. The doctor examines him.
7. The doctor gives him some medicine.
8. Biiya feels better now. Thank God.

2.4 Adverbials

Adverbs are words that provide more information as to how or when an action is carried out. Below is a list of useful adverbs, many of which you have encountered before.

Ké nà kònò.	Do it again.
Ké gaa máavilà.	Do it quickly.
Ké boga zilema.	Do it slowly.
Ké gaa máavilà.	Do it soon.
Ké nà saa.	Do it now.
Ké zaa voléima.	Do it today.
Ké gaa woowulu.	Do it softly.
Ké gaa woowala.	Do it loudly.
Ké gaa pagò.	Do it well.
Ké gaa nyowa.	Do it poorly.
Ké gaa gelegele.	Do it cleverly.
Ké gaa velaba.	Do it foolishly.
Ké vé boga pagò.	Do it completely.

2.5 Suggestions for Studying Adverbs

The following substitution drills are designed to develop facility in using adverbs: They are accompanied by a chart (following page).

- Zìzì yà móló mǐizù gaa máavilà. Zizi is eating rice quickly.
 Zìzì yà móló mǐizù gaa laama neekega. Zizi is eating rice slowly.
 Zìzì yà móló mǐizù kònò. Zizi is eating rice again.
 Zìzì yà móló mǐizù wò. Zizi is eating rice often.
 Zìzì wulaa móló mǐizù. Zizi is eating rice completely.
 Zìzì zaa móló mǐizù. Zizi is eating rice today.
 Zìzì saa móló mǐizù. Zizi is eating rice now.
 Zìzì móló mǐizù tó yílá. Zizi is eating rice alone.

2. Píwú zǎa péle lóósù.
 Píwú yà wónò péle lóósù.
 Píwú yà péle lóósù gǎa zée-
 maanèkè.

Píwú yà péle lóósù gǎa máavíla.
 Píwú yà sǎa péle lóósù.
 Píwú yà péle lóósù gǎa páagò.
 Píwú yà péle lóósù gǎa yówa.

Piwi is building a house today.
 Piwi is building a house again.
 Piwi is building a house slowly.

Piwi is building a house quickly.
 Piwi is building a house now.
 Piwi is building a house well.
 Piwi is building a house poorly.

3. Jín yà kábízèzú kónò bǎnà.
 Jín yà kábízèzú bǎnà gǎa
 pélepèlè.

Jín yà kábízèzú bǎnà gǎa
 máavíla.

Jín yà kábízèzú bǎnà zǎa.
 Jín yà kábízèzú bǎnà gǎa
 págò.

Jín yà kábízèzú bǎnà gǎa
 yówa.

Jín yà kábízèzú bǎnà sǎa.

James is driving to Gbarnga again.
 James is driving to Gbarnga slowly.

James is driving to Gbarnga quickly.

James is driving to Gbarnga today.
 James is driving to Gbarnga well.

James is driving to Gbarnga poorly.

James is driving to Gbarnga now.

4. Biiyá yà boyèzú gǎa págò.
 Biiyá yà boyèzú zǎa.
 Biiyá yà boyèzú gǎa yówa.
 Biiyá yà boyèzú gǎa máavíla.
 Biiyá yà boyèzú gǎa wóowala.
 Biiyá yà boyèzú gǎa wóowulu.
 Biiyá yà boyèzú sǎa.
 Biiyá yà boyèzú kónò.
 Biiyá yà boyèzú gǎa págò.
 Biiyá yà boyèzú gǎa valába.

Biiya is speaking well.
 Biiya is speaking today.
 Biiya is speaking poorly.
 Biiya is speaking quickly.
 Biiya is speaking loudly.
 Biiya is speaking softly.
 Biiya is speaking now.
 Biiya is speaking again.
 Biiya is speaking cleverly.
 Biiya is speaking foolishly.

5. Sumoye ya séyè wuózu zàà. Sumoy is washing clothes today.
 Sumoye ya séyè wuózu kónó. Sumoy is washing clothes again.
 Sumoye ya séyè wuózu gaa págò. Sumoy is washing clothes well.
 Sumoye ya séyè wuózu zàà. Sumoy is washing clothes today.
 Sumoye ya séyè wuózu tó gílá. Sumoy is washing clothes alone.
 Sumoye ya séyè wuózu saa. Sumoy is washing clothes now.
 Sumoye ya séyè wuózu gaa maávílā. Sumoy is washing clothes quickly.
 Sumoye ya séyè wuózu gaa maanèéké. Sumoy is washing clothes slowly.
6. Táá pélé wùù bèsè gàà pín sàà. They are painting the house now.
 Táá pélé wùù bèsè gàà pín kónó. They are painting the house again.
 Táá pélé wùù bèsè gàà pín zàà. They are painting the house today.
 Táá pélé wùù bèsè gàà pín gaa págò. They are painting the house well.
 Táá pélé wùù bèsè gàà pín gaa maávílā. They are painting the house quickly.
 Táá pélé wùù bèsè gàà pín gaa maanèéké. They are painting the house slowly.

2.6 "When" volóbée...what time

"When" in English is used in two ways. One use of when is in questions, asking for a specific time. The other use of when marks a time when something else is happening. In Lorma, these two meanings are shown using two different constructions (1) and (2) below.

- (1) When will you go? Volóbée yalíí lá?
 (2) When you come we will go. Yaváa ná desé, dalíí ná.
 When you come we will eat. Yaváa ná desé dalaámí.

2.7 Drilling When Questions

Using the story drill: Kólù gá wùsìyìzú, carry out the following:

- A.
- 1) tutor points to picture, says the sentence associated with it,
 - 2) learner converts it to a when (Vólóbeé yá...?) question,
 - 3) tutor answers appropriately,
 - 4) learner repeats,
- B.
- 1) tutor asks the question,
 - 2) learner responds.

2.8 Standing, Sitting, Hanging

There are a number of verbs which involve perfect aspect forms, but have present tense meanings. The verb 'to want' wóínì is one you are already familiar with.

Gè wóínì gá múkùlù:

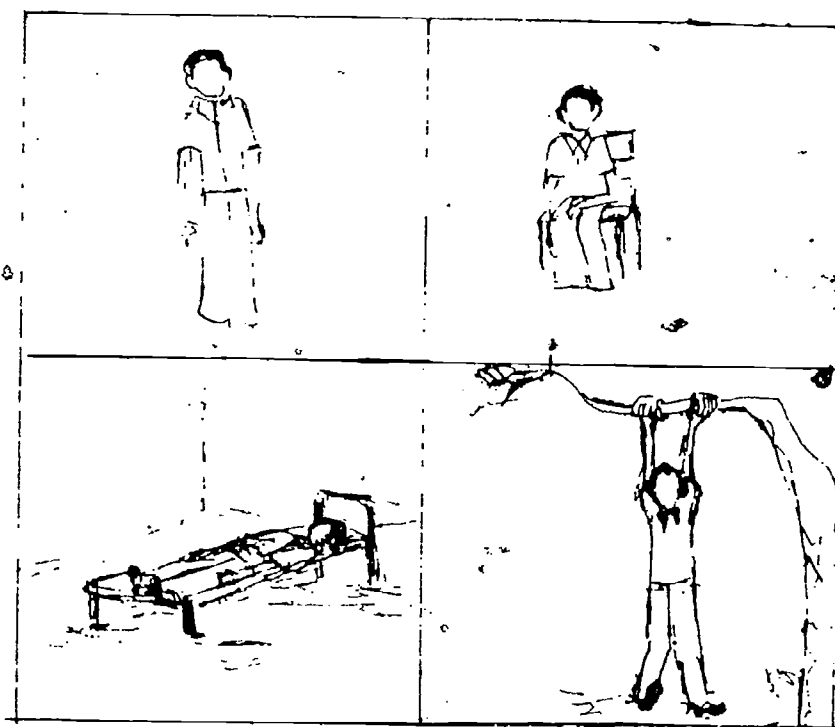
I like rice.

Below is a list of other such verbs.

Tóó zéínì.	He sits.	or	He is sitting.
Tóó lóónì.	He stands..	or	He is standing..
Tóó sélénì.	He hangs.	or	He is hanging.
Tóó láánì.	He lies down..	or	He is lying down.

2.9 Suggestions for Studying the Verbs "Standing," "Sitting" and "Hanging"

The following chart contains verbs with both past tense forms for present meanings and regular present tense verbs.. Use the standard buildup procedure for running this drill.



2.10 Modal Verbs

In addition to simple declarations,

Fólómò liìzú táázù.

Folomo is going to town.

it is possible to make statements as to the necessity, desirability or ability of the subject to carry out the actions. Below are some of these mood verbs:

1. Fólómò ózoó élii táázù.
Fólómò éle zóo ga ólii
táázù.

Folomo can go to town.

Folomo can't go to town.

2. Mááne Fólómò élii táázù.
Máálenéne Fólómò élii
táázù.

Folomo has to go to town.

Folomo doesn't have to go to town.

3. Fení Fólómò élii táázù.

It is necessary for Folomo to go to town.

Fení Fólómò éle lii táázù. Folomo musn't go to town.

4. Fólómò ewóinì éìí taázù. Fólómò wants to go to town.
 Fólómò èlè wóinì éìí taázù. Fólómò doesn't want to go to town.
5. Fólómò yà kávélé yá zìézú lìí taázù. Fólómò is trying to go to town.
 Fólómò lè kávélé yá zìézú lìí taázù. Fólómò is not trying to go to town.

2.11 Suggestions for Learning Modal Verbs.

Using the story drill in section 2.3 and the picture drill of section 2.9 of this lesson as follows:

- A. Practice the affirmative forms one at a time. (Recognition should precede production:) T = Tutor L = Learner
- 1) Question-Answer
 T: Can Binya get up? L:- Yes, Binya can get up.
 - 2) Transformation
 T: Binya can get up. L: Binya can't get up.
 - 3) Identification
 Tutor points to the picture; Learner responds appropriately.
 (He is standing. Etc.)
- B. Once the modals have been learned individually, they can be mixed. Proceed one picture at a time at first.
- 1) Substitution Drill 1.
 After giving key sentence, tutor substitutes other modals.
 - 2) Substitution Drill 2.
 Same as Drill 1, but tutor interchanges affirmative and negative sentences as well.

3. SUGGESTIONS FOR LEARNER INITIATED STUDY

3.1 The Days of the Week

The Lorma names for the days of the week are as follows:

Láálísedí	Sunday
Téene	Monday
Téene kúlaga	Tuesday
yalávà	Wednesday
Dóogbókò	Thursday
Dóowalà	Friday
Sívilí	Saturday

3.2 Suggestions for Learning the Days of the Week

With your tutor, using the same techniques as in previous lessons, learn the days of the week so that you can cite them from memory.

3.3 Yesterday and Tomorrow

After you know the days of the week, learn the following expressions:

bahóónà	- 2 days
ḡinà (náéya)	- 1 day (yesterday)
zàa	today
ḡinà	+ 1 day (tomorrow)
ḡinawúlású	+ 2 days
ḡinà(wúlású) ²	+ 3 days

3.4 Suggestions for Drilling "Yesterday" and "Tomorrow"

Then run the following drill:

- A. 1) Zàà yà gàà vólóbéé? Zàà yà gàà (téeékùláágà).
 " What day is today? Today is (Tuesday).
- 2) ñìnà yà gàà vólóbéé?
 What day is tomorrow?
- 3) ñìnà ná é yá, è yè níigà vólóbéé?
 What day is yesterday?
- 4) What day is day after tomorrow?
- 5) What day is day before yesterday?

B. Ask your tutor the following questions:

- 1) Zébéé yà ké gàà Sédífolò?
 What do you do on Sunday?
- 2) Zébéé yà ké gàà Ténèéfólò?
 What do you do on Monday?
- 3) Etc.

Record each answer. Try to transcribe it as best you can. Go over the answer with your tutor until you are sure you understand it. Then memorize the answers. Finally, have the tutor ask you the above questions so that you may answer them.

3.5 Adding to Your List of Phrases

By this time, you have no doubt encountered questions and comments that you have wanted to make, but couldn't figure out how to make them. Write down three such sentences and ask your tutor how to say them. Use the same procedure as that given in 3.4 above.

3.6 Composition

Compositions are a good way to practice your language skills. Write a 10 sentence story about what you do during the week. Once you have written it, have your tutor correct it. Once it is corrected, commit it to memory and recite it to either your tutor or one of your classmates.



4. VOCABULARY

bàhóónà...two days ago

dáá...to lie, rest

dáázu...sleeping

dáázu...resting place

Dòògbòkò...Thursday

Dòòwàlà...Friday

gàa gèlégèlè...cleverly

gàa máávìlè...quickly

gàa nyòwà...poorly

gàa pàgò...well

gàa pélepèlè...slowly

gàa valàbà...foolishly

gàa wóowàlà...loudly

gàa wóowulù...quietly

gàa zìlèma...slowly

gálavà...hour

gawè...separate, divide

gèlábògà...dawn

yá...on

yálavà...Wednesday

kabóozuvè...car park

kàveláyazìezú...try to

kóozuvè...stomach

kpìdì...night

kpìdìzaama...deep night

kpòkòí...(early) evening

kpòkòvolò...afternoon

laálisèdì...Sunday

námákpòò...to wait

nèkè...slowly

núbògópé...everybody

ḡìnàwásálú...day after tomorrow

ḡìnàwásálúwásálú...three days hence

òlòò...until

péléwópáí...main road

pótázèvé...(his) home

síézìyì...lasts

Sívìlì...Saturday

táí...time, when

Téénè...Monday

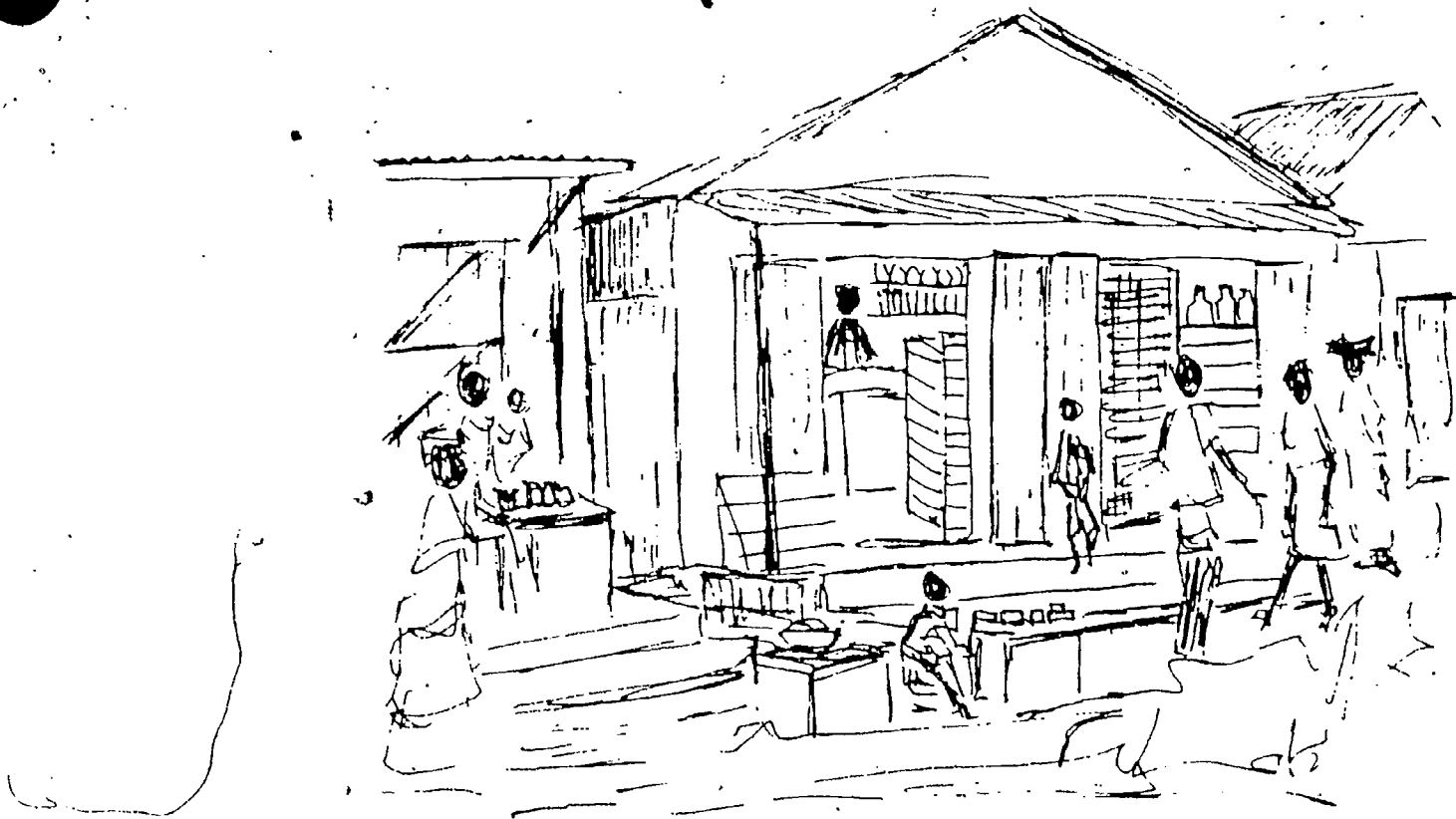
Téénèkúlágà...Tuesday

tífá...perfect of tili "to call"

wulù...to follow

zíté...to reach

LESSON XI



1. TEXTS

1.1 Monolog: Stólógíízu

Zòzò kà gaa makitiinadéláá. Yázoo é n̄n̄lámáá zóláwó ná, b̄b̄v̄l̄āal̄é, stóló ká ná, év̄é z̄āaȳav̄a. Stóogíivigá t̄āa ná, yá m̄l̄ik̄i v̄et̄e ná, év̄é k̄al̄éw̄óp̄uv̄a, év̄é k̄p̄ól̄ov̄a, év̄é s̄āa d̄ām̄in̄en̄ik̄p̄ul̄uk̄p̄ul̄uḡāav̄a. Yázoo t̄an̄is̄u, é b̄at̄ul̄uw̄ot̄i zóláwó ȳav̄l̄as̄l̄ait̄v̄a m̄a, év̄é s̄āa l̄ood̄īev̄a. Stólógíivigá yá k̄ow̄aw̄ol̄o zóláwá ná eḡeȳa év̄é s̄āa s̄eȳeit̄an̄iḡav̄a. Stóogíivigá t̄āa ná, s̄ol̄l̄āak̄p̄ul̄uk̄p̄ul̄u ká ná gaa yázoo eb̄ot̄īiȳēl̄a. Stólógíivigá t̄āa ná, ḡaz̄āit̄īe t̄a m̄it̄ēi ȳeȳa ná, k̄óp̄u, k̄ool̄īȳi, pl̄et̄e, k̄ók̄o, k̄ók̄ol̄ip̄a, év̄é s̄āa b̄ow̄av̄a. N̄an̄ow̄a t̄el̄āit̄īe, t̄a ḡez̄u ḡeȳa ná év̄é s̄āa s̄eḡev̄a, t̄e s̄ol̄o áḡe n̄u è ḡil̄im̄a. N̄an̄ow̄a, k̄ol̄ov̄el̄ew̄ub̄ōiḡīit̄īe, t̄az̄oo t̄e p̄en̄ ḡeȳa ná, k̄ol̄ow̄ol̄e év̄é s̄āa p̄en̄s̄ōi. K̄al̄éw̄ul̄on̄u yá, k̄al̄a ḡeȳa, év̄é s̄āa l̄ov̄av̄a s̄āap̄ḡīiz̄u. An̄īi yá gaa z̄eb̄ēen̄u, yázoo é s̄al̄e ḡeȳa stóogíiz̄u, áḡe év̄al̄o. K̄āab̄ōos̄uv̄e t̄e gaa f̄el̄e Zòzò. N̄aḡil̄aḡīi yá gaa v̄ēi yá k̄āi z̄īȳi ná el̄īi Ḡin̄e, el̄īi D̄uk̄oo év̄é s̄āa V̄oȳem̄av̄a. N̄af̄el̄ek̄el̄ēi yá gaa v̄ēi yá k̄āi z̄īȳi ná, el̄īi gaa ȳīe b̄āanḡa. Zòzò kà gaa n̄ad̄ev̄ēi n̄um̄āa t̄a t̄īiȳēe ná gaa k̄p̄ok̄os̄ub̄u.

Breakdown: Stólogíízu...In the Store

1. Zòzòó kà gàà mákítìì ḡádéláá.

Zorzor has a commercial area.

mákítìì...market

ḡádéláá...area

2. Yàzòó é ḡéní lámáá zóláwó nà, bóóvèláálè, stóló ká ná, évéé zààḡàvà.

You can buy many things there because stores and "Markets" are there.

ḡéní...thing

lámáá...many (tamaa)

stólogìì...store

3. Stóógíí vīgà táá nà, yá mílíkì vétè ná, évéé káléwópúvà, évéé kpólóvà, óvéésáá dáámí ḡénì kpúlúkúpúlú ḡáávà.

There are some stores where you find (see) milk, canned fish, salt and different foodstuffs.

vīgà...some

táá nà...they are there

mílikìì...milk

káléwópú...canned fish (Literally: fish-cup)

kpúlúkúpúlú...different

4. Yàzòó tánìsù, é bátulúwótí zóláwó ḡávlásláítvà mà évéésáá lóódíévà.

You can also buy batteries for your flashlight and radio.

tánìsù...also

bátulúwótíì...battery (Literally: battery-stone kotu)

flásláít...flashlight

lóódíé...radio

5. Stólogíí vīgà yá kówáwóló zóláwó nà éḡeyà évéésáá sáyéítanígavà.

At some stores you (can) get shoes for yourself and some cloth.

kówáwóló...shoes

nà...there. (shows that stologiiviga at the beginning of the sentence is a locative)

sáyéí...cloth

ḡéyà...have, possess

6. Stológììvìgá táá ná, sòláákpúlúkpúlú ká ná gàà yázóó èbótííyèèlà.
At some stores there are different kinds of merchandise that you can use in your work.

sòlá...merchandise

èbótííyèèlà...your help-work-do-ing

7. Stológììvìgá táá nà, nàzáítìè tá mítóí yèyà ná, kópú, kóolíyí, plètà, kókó, kókólípá évéésàà bówávà.
At some stores, women (can) buy spoons, cups, iron pots, plates, pans, big pans and knives.

nàzáítìè...women

mítóí...spoon

kópú...cup

kóolíyí...iron pot (kòlu + diji)

kókó...pan

kókólípá...big pan/bowl

bówáí...knife

8. Nánówà téláítìè tá gèzú gáyá ná évéésaa sэгéyà, té sòló ágé nú è gílímà.
This is where tailors they buy thread, needles and cloth, and sew it in order for people to wear it.

nánówà...this is the place

téláítìè...tailors

gèzú...thread

sэгé...needle

sòló...sew

ágé...in order

gílímà...wear it

9. Nánówà kólówéléwùbóígíítìè tázóó té pèn gèyà ná, kólówólé évéésàà pènsóí.
This is where school children buy their pens, paper and pencils.

kólówéléwùbóígíítìè...book-house-in-people-the-s

pèn...pen

kólówólé...paper (Literally: white book; kóló also means skin)

pènsóí...pencil

10. Káléwúlónù yá kálá gèyà, évéésàà lóvavà sáapgiízu.

Fishermen buy hooks and line in the shop.

káléwúlónù...fish-pull-person

kálá...hook

lówá...line

sáapgií...shop (small store)

11. Àníí yá gaa zébéenu, yázoo é sálé gèyà stóogiízu, agé évalò.

If you are sick, you can buy medicine in the shop in order to get well.

zébéé...sick (used as a verb)

sáléí...medicine

agé...in order to

valò, baló...be well

12. Káábóósuvé té gá féle Zòzòó.

There are two parking stations in Zorzor.

káábóózuvé...car-park-in-place

13. Nágilágii yá gaa véí yá ká zìyì ná èlii Ginè, èlii Dùkóó évéé Vóyémavá.

The first one is where you go to Guinea, Monrovia or ~~W~~pinjama.

nágilágii...that-one-the (that first one)

véí...where, place

kázìgì...take cars

Dùkóó...upcountry name for Monrovia

14. Náfélékéleí yá gaa véí yá kái zìyì ná èlii gaa yìè Gáàngà.

The second one is where you take the car to carry you to Gbarnga.

kélé...one

lí gaa yìè...carry you

Gáàngà...Gbarnga

15. Zòzòó ká gaa nádevéí númáá tá tííyèè ná gaa kpókòsubù.

Zorzor is a place where people work night and day.

1.2 Gáázáákéévé

- 1) Zòzò kàà gàà mǎákítíí ṇǎdélǎá? Gáázákéévé.
- 2) DǎámíṇǎnííẸḂéémǎázíí, yá yà pèté stóósú ná?
- 3) ZéḂéémǎázìì yá ṇázáítìè tá geyá ná stóósù?
- 4) ZéḂéémǎázìì yá kólóvéléwóbóígíí, tá geyá ná stóósù?
- 5) ZéḂéémǎázìì yá kpálágàvéáítìè tá geyá ná stóósù?
- 6) ZéḂéémǎázìì yá káléwúlóvéáítìè tá geyá ná stóósù?
- 7) ZéḂéémǎázìì yá séeḂévéáítìè tá geyá ná stóósù?
- 8) Mèné yá mótíftìè tálíí ná?
- 9) Zòzò káà gàà nǎdénúmǎá tá tíf yèè ná gàà kpókósùbù? Gáázáákéévé.
- 10) Yázóó è bátúlúwotíf geyá Zòzò? Gáázákéévé.

Questions: Gáázákéévé...Questions.

- 1) Does Zorzor have a business district? That's a question.
- 2) What kinds of foodstuffs can you find in Zorzor stores?
- 3) What do women look for in the stores?
- 4) What do students look for?
- 5) What do farmers look for?
- 6) What do fishermen look for?
- 7) What do sick people look for?
- 8) Where do the money buses go to from Zorzor?
- 9) Is Zorzor a busy place?
- 10) Can you buy batteries in Zorzor?



1.3 Dialog: Díídé yá gaa kowawolótíè?

- 1) Daalimai..
- 2) Díídé yá gaa kowawolótíè?
- 3) Tóó gaa póngilá sénéfélegónáí.
- 4) Té ḡwò.
- 5) Tékpákpávè fá má.
- 6) Tábaláá kà ná?
- 7) Níítíè ḡwò wà nó.
- 8) Tévélévèlègè.
- 9) Tá yà ná, tá wòlòwòlòí?
- 10) Láásí yá èzèyá sàà.
- 11) Téwóólívé.
- 12) Díídé yá gaa tévè?
- 13) Tóó gaa póngilá sénéfélógò náí.
- 14) Sónóí kpakpávè.
- 15) É gè dàlásaágò sénéfélegónáí fé.
- 16) Póngilá fé nó.
- 17) Dàládóólùò yá èzèyá. Félébó?
- 18) Ná màkpón fèní gá líí bóíwónè.
- 19) PAUSE
- 20) Yàvèlèpáyéí yá.
- 21) è màrà.
- 22) è màrà.

Breakdown: Dííde yá gàà kówáwólóítìè?...How much are your shoes?

1. Dáálímàì.

Greetings.

2. Dííde yá gàà kówáwólóítìè?

How much are your shoes?

3. Tóó gàà póngìlá sénéfélégònáí.

They are four dollars and fifty cents.

pón...pound = \$4.00

sénéfélégò...two shillings = 40¢

í náí...10¢

4. Té ḡwò.

Try these.

5. Jékpákpávè fà má.

They are too big for me.

6. Tábaláá kà ná?

Do you have others?

7. Níítìè ḡwò wà nó.

Try these.

8. Tévélévèlègè.

They are (too) small.

9. Táyaná, tá wòlòwòlòì?

Do you have any that are larger?

10. Láásí yà èzèyá sàà.

That's the last I have now.

11. Téwóólívè.

They fit.

12. Díídé yá gàà tévè?
How much is it for them?
13. Tóó gàà póngílá sénéfélégònáí.
They are \$4.50.
14. Sónóíkpakpávè.
That is too much. The price is hard
sónóí, sówóí...price
15. Bè gè dàlásaágò sénéfélégònáí fé.
What if you give \$3.50?
16. Póngílá fè nò.
Give only \$4.00.
17. Dàladóólùò yá ezéyá. Féle bó?
I have a \$5.00 bill. Can you change it?
18. Ná màkpón, fèní gálíí bóíwòvè.
Wait, I have to go to a friend.
19. PAUSE
20. Yàvelèpáyèi yá.
Here is your change.
vele, fele...trade
payei...money
21. emama.
22. emama.

2. GRAMMAR, EXERCISES, AND CULTURAL NOTES

2.1 Modifying Adjectives

Adjectives follow the nouns they modify. Their initial consonant, strong or weak, and their tone, high or low, is determined by the preceding tone. The definite affixes are then attached to the adjectives instead of the noun. Below are some examples.

1) Following weak consonants, low tone conditioning nouns:

málákúíwàlài	bitter cassava	wálá	bitter
pélenìnéì	new house	nííné	new
gúlúwòòzàgìì	tall tree	kóòzà	tall
hàzànùùwòlòzáágíí	old woman	pólózàá	old
kpéléyáíbàànàgíí	strong cutlass	kpááná	hard
péléléì	black house	téí	black

2) Following weak consonant, high tone conditioning nouns:

gèníwàlái	bitter thing	wálá	bitter
kótibáadí	hot stone	kpáadí	hot
pélevéné	small road	péné	small
táawólózáágíí	old town	kólózàá	old
péleníínéì	new road	nííné	new
zìéleí	cold water	déí	water

3) Following strong consonant, low tone conditioning nouns:

másápòlòzáágíí	old chief	pólózàá	old
kpásàgwàlài	big okra	gwálá	big
kúlàngàlànìínéì	new trunk	nííné	new
báálakòlègíí	white sheep	kólé	white
kpalépènéì	small broom	péné	small

- 4) Following strong consonant, high tone conditioning nouns:

núumùlùkpódáí	sour orange	kpódá	sour
kóókópáí	big neck	kpókpa	big
báalákòlègíí	white sheep	kólé	white
gúlúwùlùpólózáágíí	old greens	pólózáá	old
táávànéénégíí	sweet snuff	néénés	sweet

- 5) Adjectives can be high or low, or strong or weak conditioning words so that if more than two adjectives are strung together, their influence will be seen.

- a) weak low: kpúwó short
 b) weak low: nííné new
 c) weak high: péné small
 d) low noun: péléí house
 e) high noun: péléí path

Examples:

- a) pélébùwónììnéì short new house
 b) pélébùwónììnéì short new road
 c) pélévènéìnéì small new house
 d) pélévènéìnéì small new road
 e) péléníínévènéì new small road

NOTE: Bázi L.W. 'yellow' is actually a noun cf. kpázi 'corn'. Therefore, a yellow house is actually bázibèlèì and not péleBázi. Nííné is one of those adjectives which takes maa as its subject. Therefore, "it is new" is maánììnévè.

NOTE: While numbers are adjectives and follow the consonant rules, they always keep their basic tones.

2.2 Practicing Adjectives

Using the list of adjectives in Lesson VII, practice constructing adjectives in the following way:

- A) Select one of the four types of nouns given above and insert adjectives one at a time. If the adjective does not make sense (e.g. a bitter house) say it does not make sense.
- B) Practice the adjectives with all four types of nouns. Remember recognition should always precede production.
- C) Once you have mastered this list, use the drill to review previous vocabulary using flashcards.

2.3 Demonstrative Pronouns

There are two demonstrative pronouns in Lorma: nii (this) and na (that). They are added to the definite form of the noun:

másáǵìinii	this chief	másáǵìina	that chief
péleíinii	this house	péleína	that house

The plural follows the demonstrative pronoun:

másáǵìiniitié	these chiefs	másáǵìinatié	those chiefs
péleíiniitié	these houses	péleínatié	those houses

2.4 Drilling Demonstratives

- A) Run through your vocabulary cards, saying on different runs:

this - X

that - X

those - X-s

these - X-s

- B) Repeat the drill, but use complete sentences (by now you should have at least one or two sentences associated with each vocabulary card.)

2.5 Numbers 11 through 100

The numbers 11 through 100 are constructed as follows:

1) 11 - 19

- 11...púúgò káí gílè
- 12...púúgò káí fèlègò
- 13...púúgò káí sàagò
- 14...púúgò káí nàagò
- 15...púúgò káí lòolùò
- 16...púúgò káí lèzìtá
- 17...púúgò káí lòfèlää
- 18...púúgò káí lòsàvää
- 19...púúgò káí tàawù

2) the numbers 20 - 90

- 20...zée fèègò
 - 30...zée sàagò
 - 40...zée nàagò
 - 50...zée lòolùò
 - 60...zée lèzìtá
 - 70...zée lòfèlää
 - 80...zée lòsàvää
 - 90...zée tàawù
- 21 = zée fèlègò káí gílè

3) 100...wúngìlà

- 102...wúngìlà káí fèlègò
- 121...wúngìlà zée fèlègò káí gílè.

2.6 Drilling Numbers

Numbers are very difficult to learn to manipulate, so you will have to expend considerable effort at this task. Therefore, the following arithmetic drills should be run again and again.

- A) $2 + 3 = 5$ Félegò bógèí saagàvá too gà dóólúò.
 $4 + 7 = 11$ Náagò bógèí dóófélavá too gà púú káí gílá.
- B) $7 - 3 = 4$ Dóófélàá è saagò wulóba, too gaa náagò.
 $10 - 2 = 8$ Dúugò félegò wuló bá, too gà dósavá.
- C) $5 \times 4 = 20$ Dóólúò zizé náagò too gaa zéé félegò.
 $2 \times 2 = 4$ Félegò zizé félegò too gà náagò.
- D) $20 \div 5 = 4$ Zééfélegò egawé gaa loólúò. Too gaa náagò.
 $15 \div 3 = 5$ Dúú káí loólúò è gawé gaa saagò. Too gaa dóólúò.

NOTE: Do only one operation at a time.

e.g. Tutor: What is _____?

Learner: _____ is _____.

- a) Sums should be kept below 11.
- b) Once the numbers 1-10 are learned, sums should be kept below 20, then 30, then 100.

2.7 Cultural Note: Bargaining

When an American shopper goes into a store to buy something, the clerk behind the counter will ask what the customer wishes. The shopper will respond and the clerk will get the item and if the price is not on it, the clerk will announce it before ringing it up.

When an American goes into an automobile dealership, the process is slightly different. There will be more formalities in the greetings, the dealer will offer his/her name and inquire about the name of his clients. Secondly, the initial price may well not be the last. There will be considerable bargaining. Here too there is a formula: The dealer will come down, but will have to justify the reason (last one in stock, too many in stock, wants to be a friend or anything which is not blatantly false). Usually, the customer will also offer reasons for not wanting to pay the higher price.

We do not mean to imply that bargaining is the same in Liberia; only that there are similarities. In some contexts, bargaining is acceptable, in others it is not.

In produce markets, standard staples have fixed prices: onions, Maggie cubes, fish, etc. Only extraordinary items, such as chickens in the Zorzor area, require a bargaining. In the major commercial area of town, where you find the selling merchandise as opposed to produce, you will find two types of shops: Lebanese shops which are both wholesale as well as retail, and Liberian-managed shops.

You will note, that when you go into a Lebanese shop, no one is in a hurry to wait on you. The assumption is that if you don't ask for something, you are simply loitering. Here, there tends to be little bargaining, though if you spend a fair amount of money (say \$20.00), you may ask for a "reduction" in the total.

The smaller shops and the "table-markets" on the street are in front of the stores. Here again there is the standard distinction between ordinary items with fixed prices: (pencils, batteries, thread, etc.) and extraordinary items with open prices (flashlights, pots and pans, shoes, cloth and so forth).

In general, human services, tailoring, carpentry and so forth are also subject to bargaining. Here it is wise to work out the price in advance, as well as the conditions of purchase. This will avoid difficulties and misunderstandings later on.

Finally, we should not forget the "Charlie", the trader who brings art objects around for sale. Here bargaining is at its highest form. Two words of advice. If you are interested in buying something, make up in your own mind what you would be willing to pay for it. Keep it low at first, there will always be other opportunities, if you don't purchase the item at first. Secondly, do not express any undue interest over the item you are really interested in; do not even inquire about it first.

3. SUGGESTIONS FOR LEARNER INITIATED STUDY

3.1 Counting

1) Count from 1 to 100 (by 10's and 1's). Time yourself. See if you can reduce the time it takes by half.

2) Number guessing.

Try the following game with your tutor.

a) I'm thinking of a number.

Gá yá gáziézu nábamá.

b) Is it greater than X?

Tévé gá zéelooluová?

a) Yes.

Ówé.

a) No.

Ba.

3) On your way to work, practice counting things, people, trees, ducks, etc.

3.2 Cartography

Make a map of the stores in the town you are living. Begin making a list of the things you find in each. You will be surprised by the variety.

4. VOCABULARY

áǵǵ...in order

báláá...others, more

bátulúwótí...battery
(Lit: battery stones)

ǵáàngà...Gbarnga

bótííyǵǵlà...working

dáalímáí...a greeting

Dukóó...Monrovia

felepáyǵǵí...change

flásláit...flashlight

ǵézuí...thread

ǵilí...to wear

káléwopu...fish cup, canned fish

káléwulónuì...fisherman
(Lit: fish-pull-person)

kálúí...hook

kókólípáí...big pan

kóólíwǵ...to fit

kótíí...stone

lǵvái...line

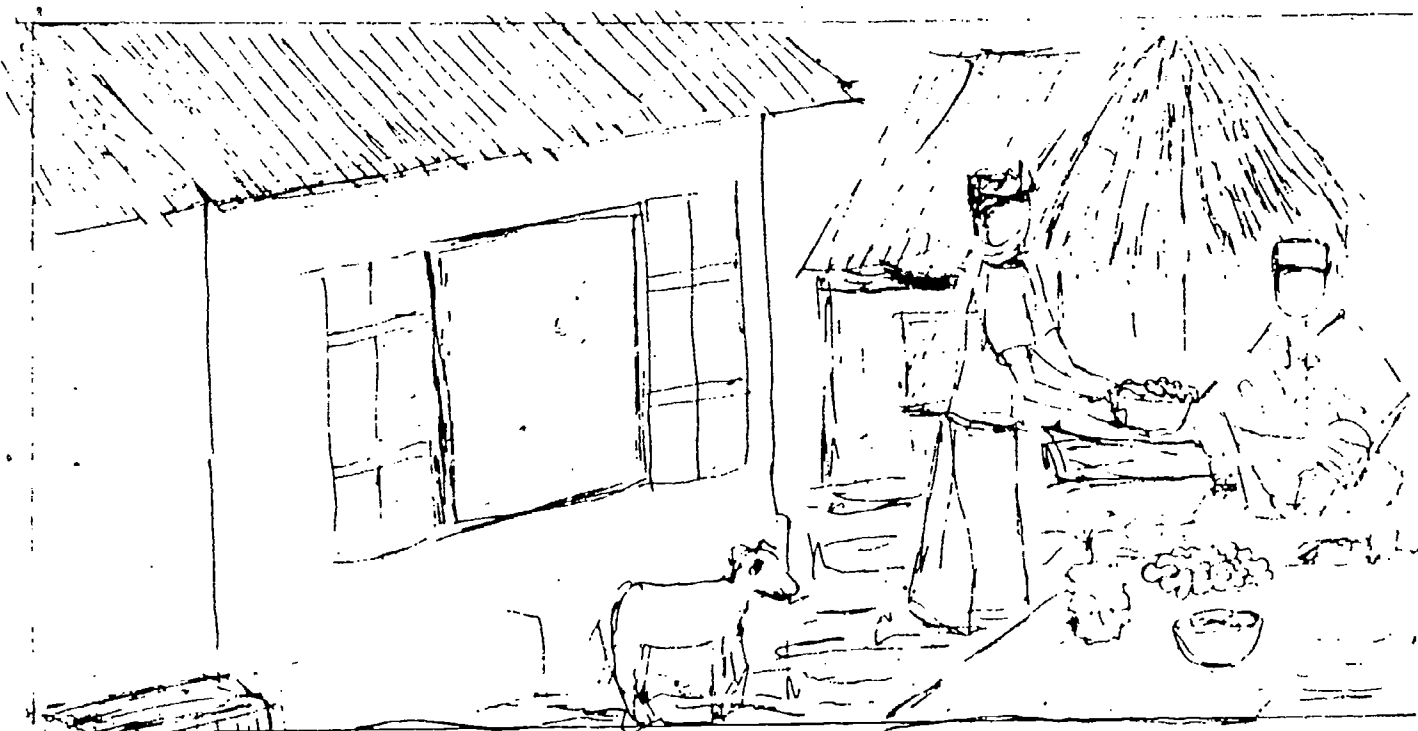
nábǵǵíí...number

ǵaló...to get well

-ǵǵǵ...some

wúǵǵilá...100

zéǵǵǵ ǵǵǵ...20 (2 sets of hands)





1. TEXTS

1.1 Monolog: Píwú Bì Bòdegì

Píwú Bì Bòdegì yà. Tóó gaa kóná zéefélegò kái lézítá. Tóó gaa kólóvéléwubói Zòzò kólóvéléwù. Tóó kólópúúgò kái gílázù. Téí pénéí yà éyéní Fíísèbù. Éyéní wóínì élíí kólóvéléwù kè kéyá lè kápá fé názéyá gaa ólíí kólóvéléwù. Nà yá é kée nà àgè élíí gaa kéké wò gaa nà bó pá. Kéké bòi ní bá gaa é bó pá. Nà yá é kée nà, Pííwù òwulò ná kólóvéléwù, élíí kéké nákpálá gíí zù é tííyèè. Pííwù tóó sáa Zòzò. Tóó sáa Pískú-gílábà Zòzò, táá maa Jón Smíf. Jón è kólóvéléwùkàpá gíí dàavénì èvée gíí zùvà èvée dàámíí nènìvà. Tání zù é kóló vé zéyá gaa é tá máawólí. Nà gaa è kée nì, é nэгíí tì nènìí yà yèè. É dàámíí nènìí geyá, é dííyílí, é póléwù bálé. Aníí Gálá káá ná bá, é wulò kólópúúgò kái félegòimà. Gálá gíí bó pá élíí Kátíntón Yùnívèsítì wóllyù. Aníí élé líí níí mèlé, é tíí yàasíé é kée.

Breakdown: Píwú Bí Bòdègì...Peewu B. Bodegie

1. Píwú Bí Bòdègì yà.
This is Pewu B. Bodegie.
2. Tóò gàà kóná xééfélégò káí lézítá.
He is twenty-six years old.
kóná...year
3. Tóò gàà kólóvéléwúbóí Zòzókòlòvéléwù.
He is a student in Zorzor (central high) school.
4. Tóò kólópúúgò káí gílázù.
He is in the eleventh grade.
kóló...grade, book
5. Téí pénéí yà, éyèní Fíísèbù.
When he was young, he was in Fisebu.
téí...time, when
pénéí...little
6. É yèní wóínì élíí kólóvéléwù kè káyá lè kápá fé náyéyá gàà ólífí.
kólóvéléwù.
He wanted to go to school, but his father would not give him the money for him to go to school.
éyèní wóínì...he wanted
kè...but
7. Nà yà é kée nà àgè élíí gàà kéké wò gàà nà bó pá.
That is the reason he decided to go to his uncle and plea for help.
nà yà é kée nà...that is the reason
àgè...he decided
bó pá...help (to him)
8. Kéké bòíní bá gàà é bó pá.
His uncle agreed to help him.
bòíní bá...said to him

9. Nà yá é kée nà, Píiwù òwùlò nákólóvéléwù, élíí kéké nákpálágíízu é tííyèè.
That is the reason (when) Pewu returns from his school he goes to his uncle's farm to work.
wùlò, kùlò...return
10. Píiwù tóó sáá Zòzòó.
Pewu lives in Zorzor.
11. Tóó sáá Pískúgìlábà Zòzòó, táá mää Jón Smíf.
He is now with one Peace Corps Volunteer named John Smith.
táá mää...his name is.
12. Jón è kólóvéléwùkàpàgíí dààvéni évée níízuà évée dáámííhéníà.
John provided school money, a sleeping place and food.
dààvéni...provided
13. Tánízu, é kóló vé zéyá gàà é tá mááwóíí.
Sometimes he gives books to him so he can study.
14. Ná yè è kéeñi, é néníítìèníí yà yèè.
That is the reason he does these things.
néníítìèníí...these things
15. é dáámííhéníí géyá, é dííyííí, é péléwù. Bálé.
He buys the food, he cooks, he sweeps the house.
16. Aníí Gálá káá ná bá, é wùlò kólópúúgò káí félégòíma.
If God blesses him, (when) he comes out of the twelfth grade.
17. Gálágíí Bò pá élíí Kátíntón Yùnívèsìtì òòélyu.
If God helps him, he will go to Cuttington College or to the University of Liberia.
18. Aníí élé líí níí mèlé, é tíí yàásié é kée.
If he doesn't go there, he will look for work to do.

2. GRAMMAR, EXERCISES, CULTURAL NOTES

2.1 The Present Perfect

In Lesson VII, the simple past was introduced. This verb form is constructed with the basic pronouns and the past tense form of the verb, as is shown below:

Gè wèlèni kpógiivà.	I saw the crowd.
Gèlè wèlèni kpógiivà.	I did not see the crowd.

The perfect is used to describe actions which were recently completed. This form is constructed with the basic pronouns and the ga - a form of the verb.

The a form follows weak-conditioning verbs and the -ga form follows strong-conditioning verbs. Below are some examples:

è líá táázù.	You went.
é síyíá.	He picked it up.
Gé téewuì yéyáá.	We _x bought a chicken.
Gé zìá gèlìi táázù.	I just walked to town.
Dé pèlèí lóogà.	We _n built a house.
Wò títègà.	You turned it.
Té sógà.	They caught it.

NOTE: The perfect form of to go is also heard as ya.

This tense form does not have a corresponding negative. Rather, as has been suggested (Margaret Miller) "If it hasn't happened, what difference does it make whether it didn't happen recently or 'long ago.'" There the negative of the simple past is sufficient for all past tense negations.

The -ga -a form is used for the negative future. That is, the following form:

Gélé sóogà.	We couldn't (will not) catch it.
-------------	----------------------------------

This form, because of the -ga suffix, appears for all the world like the perfect negative, but as can be seen, its meaning is closer to the negative future.

There is often confusion to Americans over which form to use. Usage is really the only way to learn which form is appropriate. That is, once the learner has learned to recognize the difference between the form of the perfect and the past, then the learner can take note of the contexts in which each form is found. For the time being, however, the following notes will be of value:

1. The perfect has also been dubbed the recent past by some scholars. That is because, by being a present perfect, it applies to activities that have been recently completed (hence the term perfective).
2. The focus of the activity in the perfective is on the completion, whereas in the simple past is on its location in time. Compare the following two sentences:

<u>é</u> péléí lòonì òìná.	He built his house yesterday.
<u>é</u> péléí lòògà òìná.	He has built his house yesterday.

In the first sentence the implication that the entire house was built yesterday, whereas in the second, the meaning is that the house was completed yesterday.

2.2 To begin to

The meaning to begin to can be expressed by an initial clause tóózìiá gàà followed by perfect verb phrase.

<u>é</u> tóózìiá gàà péléíwù báléga.	He began to sweep the house.
Gè tóózìiá gàà déyéyìlì, à.	I began to cook rice.
Tè tóózìiá gàà òápííwò.	They began to fight.
Tè tóózìiá gàà kólómáawólíà.	They began to study.

The meaning "to begin" can also be expressed by the verb véc with the main verb in the past participle:

Tévéc gàà mááwóí.

They began to grieve.

2.3 The Tenseless Form

The tenseless form of the sentence is one which uses the basic pronouns and the basic form of the verb, as the second clauses in the above sentences.

2.4 Already: wòóláá sàà

The meaning of already is expressed by the verb wòóláá, the adverb sàà 'now' and the present participle verb phrase.

Gè wòóláá sàà péléwù bálésù.	I already swept the house.
Gè wòóláá sàà díyíyílìzù.	I already cooked rice.
Tè wòóláá sàà ǵápíwòsù.	They already fought.
Tè wòóláá sàà kóló mààwólìzù.	They already studied.

2.5 Suggestions for Studying the Recent Past, to begin to and already

On the following page is a chart introducing some new verbs pertaining to housework. Learn them in the standard systematic development given in Lesson V.

CHART A

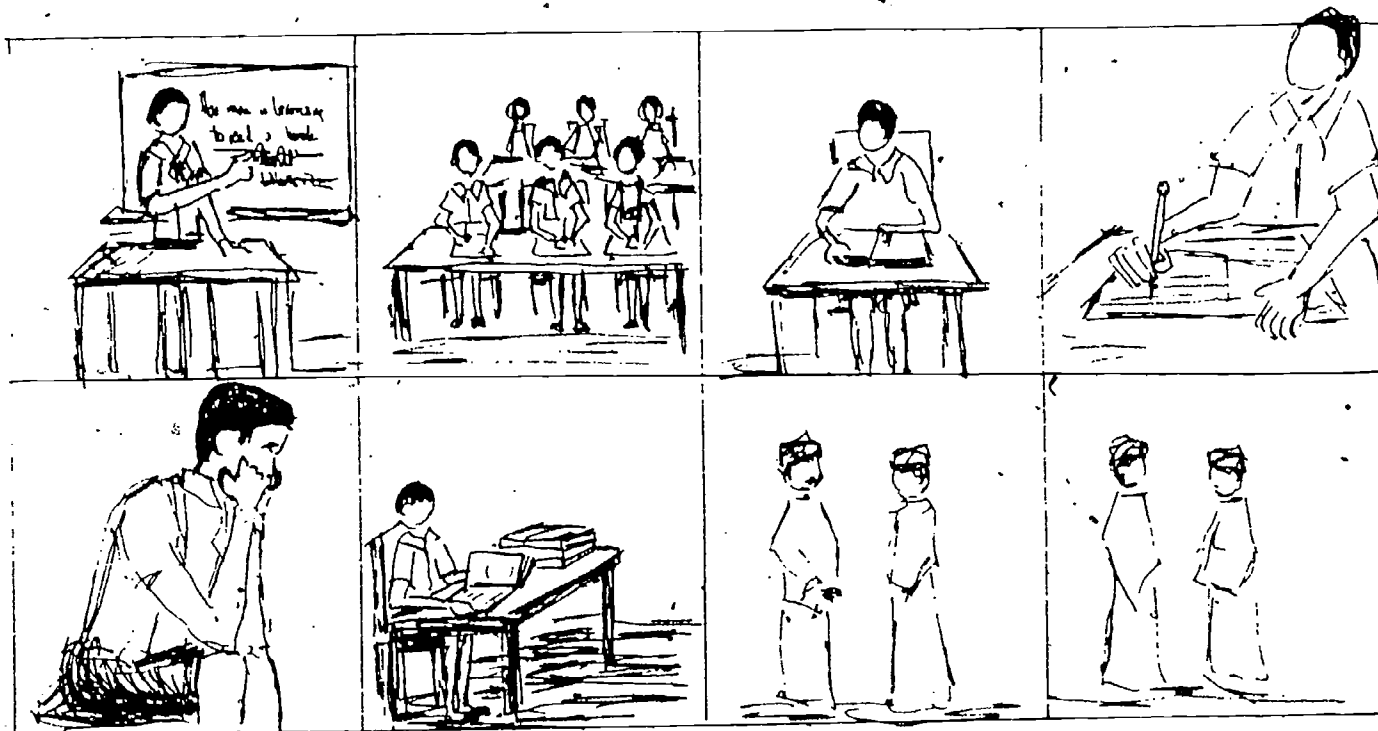
Full Verb

1. Tóó péléwúbálézù.
2. Tóó gwiílèvèzù.
3. Tóó wózáívilìzù.
4. Tóó díyíyìlìzù.
5. Tóó wúndálàwúózù.
6. Tóó díyízòyaláítèwózù.
7. Tóó líí é káváí vílìzù.
- 8a. Tóó díyííwùózù.
- 8b. Tóó sáyéíwùózù.

Basic Verb

- | | |
|-------|------------------|
| kpálé | sweep |
| tévé | cut grass |
| bílí | scratch |
| gílí | cook food |
| guó | rub/wash windows |
| pó | put away |
| pílí | throw away trash |
| guó | wash pots |
| guó | wash clothes |

CHART B



- | | |
|---------------------|--------|
| 1. Tóó kólóléevè. | teach |
| 2. Tóó mààwólízù. | learn |
| 3. Tóó dúdùsù. | read |
| 4. Tóó kpófyézù. | write |
| 5. Tóó yúúgààziézu. | think |
| 6. Tóó mààwólízù. | study |
| 7. Tóó bòìzù. | talk |
| 8. Tóó wúítùsù. | listen |

2.6 Conjunctions: and, or

Lorma is particularly creative in its ways to express the concepts 'and' and 'or'.

A. And

And can be expressed in the following ways:

- | | |
|--------------|--|
| tà | Síéné <u>tà</u> Múlbà <u>táliizù</u> .
Siene and Mulbah are going. |
| évée X-ba | Síéné <u>évée</u> Múlbà <u>vá</u> <u>távaazù</u> .
Siene and Mulbah are coming. |
| boga or bogo | Síéné <u>bogá</u> Múlbàh <u>táliizù</u> .
Siene and Mulbah are walking to town. |

If more than three nouns are conjoined, conjunctions "connect" each noun, though the same conjunction should not be used through out.

Síéné tà Múlbà tábogá Zízi, táliizù.
Siene and Mulbah and Zizi are going.

In Lorma, every effort is made to avoid piling up direct objects before the verb. For such constructions make it difficult to keep track of the verb:

é kpóló zìyì évée kisébà. He took salt and pepper.
é níímùlù kúlóá évée máázabà. He picked oranges and bananas.

B. Or

The concept 'or' (disjunction) is expressed by either nàláálé or, bònógàà (neither).

Gà fé Flòmòyà nàláálé Zízi. I will give it to either Folomo, or Zizi.

Gà fé Flòmòyà bònógàà Zízi. I will give it to neither Flomo nor Zizi.

Gàlìì Zòzòó zàà, nàláálé nìnà. I will go to Zorzor today, failing that, tomorrow:

Conjunctions relating to full clauses are presented in Lesson XVIII.

2.7 Suggestions for Drilling Conjunctions:

- A. Below is a list of common Lorma names which you can expect to encounter during your stay in Lorma country. They serve as a good means to practice the conjunctions.

List of Names

Men

Flòmò
Péwù
Múlba
Nyákóí
Yékpáwóló
Bííyà
Tílibè

Women

Síénè
Kóíí
Yááma
Yésà
Dáábíí
Títémá
Zízí

B. Practicing Subject Conjunction

Using the verbal chart given in 3.5, practice conjoining up to three nouns. First begin with one name:

Flòmò yà péléíwù bálézù.

Flomo is sweeping the house. etc.

Then repeat the drill using two names:

Flòmò bàgá Zízí tá péléíwù bálézù.

Flomo and Zizi are sweeping the house. etc.

Then repeat the drill using three names. If you put the names on cue cards, your tutor can easily substitute different names so that you don't get in a rut.

C. Practicing Subject Disjunction

Repeat the above drills using or rather than and.

D. Practicing Object Conjunction and Disjunction

Still using the above list of names, use the following sentences to practice object coordination.

E. Practicing Positional Object Coordination

èwóí ní gàà X nà yàlè.

èlìí ní gàà X and Y.

èvāā ní gàà X and Y.

èwé léní X-bà èvéé Y-bà.

2.8 Word List: Emotions

Set 1

ḡḡḡ (v)
to laugh

gáázumá yèi
tear

kḡíéílóó (v)
to cry (W, L)

ḡḡḡzúsíí (v)
to smile

gáázùḡíí (v)
to frown
(face-tie)

sáábíéílóózù
to mourn

kúló (v)
to celebrate (W, L)

dúuwó
to frighten (W, L)

Set 2

gááwóló (v)
to tease, annoy

kóózúnéévé
happy
stative only

zíílavè
happy
stative only

mááwóívè
sad
stative only

dúúwóḡèní
fierce (frightening thing)
X é dwuwové...X frightens me.

Set 3

ziiláábò (v)
to enjoy

kóózúnéévé gaa támàà
to like greatly, to
please greatly

kpáláí
embarrassment
meaning complex

ḡuufé
shame
meaning complex

ziíyáwáláí
anger

X ziíyáwálávé Y-ma
X to be angry with Y

gáazíéí
worry

Set 4

kípi
to save

dáázéyé
to save

sèizúyé
to keep

tólóbúí
harm (from trouble)

nádaáyè X-ba
to harm X

tólóbúvévé X-ba
to harm X
also to hinder X

lè tólóbá
safe

kóí
war

ziílá
peace

tólóbúbàkpà
danger
big trouble

ḡapí
to fight

kóówò
fight war

bò X-ba
to help X

lókù
luck

lókuyòwú
bad luck, misfortune

3. SUGGESTIONS FOR LEARNER INITIATED STUDY

3.1 Houseboys

Many people find it a mutually rewarding situation to engage a houseboy. Such an arrangement usually involves money but goes much beyond that. While the houseboy does the cooking and laundry, the sponsor generally helps with school fees, with homework and may provide housing. Usually periodic gifts of books (something difficult to obtain outside of Monrovia) occur.

This arrangement also provides an opportunity for a volunteer to become acquainted with a Liberian beyond the level of casual greetings or even relationships at work. It is an opportunity for the Liberian and the Kwii alike to explore questions and uncertainties concerning the other's culture.

A word of caution. While the American may be experiencing difficulties in adjusting to the way things are done in Liberia, he should remember that in some ways his adjustment is considerably easier than that of the Liberian going to school. While the American is coming from a tradition of presumed superiority (technology, world dominance and so forth -- though less so today than formerly), the Liberian has to directly confront the domination that his traditional culture has experienced from colonialism and neocolonialism and, at this point, economic depression. The individual who has decided to go to school may also have had to leave against the wishes of his family. Thus the Liberian may come to school, having left one culture in favor of a culture (the Kwii culture of education) which is in the beginning stages interesting but also bewildering.

The serious language learner will find out that learning about peoples' backgrounds in Liberia, will not only prove fascinating intellectually, but will help to provide a greater empathy and understanding of the people who are his/her host.

Thus one exercise would be to ask your tutor or houseboy to give you his biography. It is recommended here that it first be recorded on tape. Then it can be played back for the learner's comprehension. This matter

can also be pursued in detail using English, though this should not be used during language-study periods.

3.2 Containers and Packaging

While packaging in the western world is a science designed to encourage you to buy more than you actually need, (a package of five football needles for 79¢ where only one is needed) Liberian packaging is more practically oriented. When you go to the market, take note of the way things are packaged.

In the Lorma market, you will find that there is a considerable variety of standard units and measures. That is, rice, oil, ground peas, limes, peanut butter, beans and greens are not sold in the same units.

On your next trip to the market, make a mental list of what items are measured by what units. Then find out the Lorma names of these units, and the commodities with which they are used.



4. VOCABULARY

bílí...to scratch, bare the earth

bó X-bá...to say to X

bògá...and

bó X-pá...to help X

bóí...talk

dāazeyé...save

díyíẏòyaláitìwo...to put things
away (tidy up)

dódò...to read

dúúwó...to frighten

dúúwòṅenì...fierce thing

fé...to give

Fíísèbù...Fisebu (town)

gāawóló...to tease, annoy

gāazúyìlì...frown

gāazumáyèì...tear (eyewater)

gé...to decide

guó...to rub, wash

gwíí...grass

kábó...to bless

kípì...to save

kóózúnḡévè...happy (stative only)

kóí...war

kóló...grade, book

kólóvéléwùbòì...student

kóná...year

kóowò...to fight war

kpáláí...embarrassment

kpálé...to sweep

kpéélóó...to cry

kpoiye...to read

kuló...to celebrate

kuló...to return to

lètóló X-ba...to be safe

lìí ékaváivìlì...throw away the
trash

lókui...luck

lókuyowú...bad luck

māawoivè...to be sad

náyá é kée ná...that is the reason

náláálé...or

nadaaye X-ba...to harm X

ṅapí...to fight

ṅéé...to laugh

ṅéezusíí...to smile

ṅuufé...shame

òṅṅgàà...neither

pénéí...little one

pílí...to throw away

saabíéílóó...moun

seizuyé...to keep

tévé...to cut

tííyèé...to do work

tólóbúí...harm, trouble

tólóbúbàkpà...danger

tólóbúvévè X ba...to harm X

wózáfí...ground

wúndálàwúó...to wash windows

wúítú...to listen

ŷúúgàazié...to think

zíflá...peace

zífláábò...to enjoy

zífláávè...to be happy

zííyáwàlàivé...to be angry with X



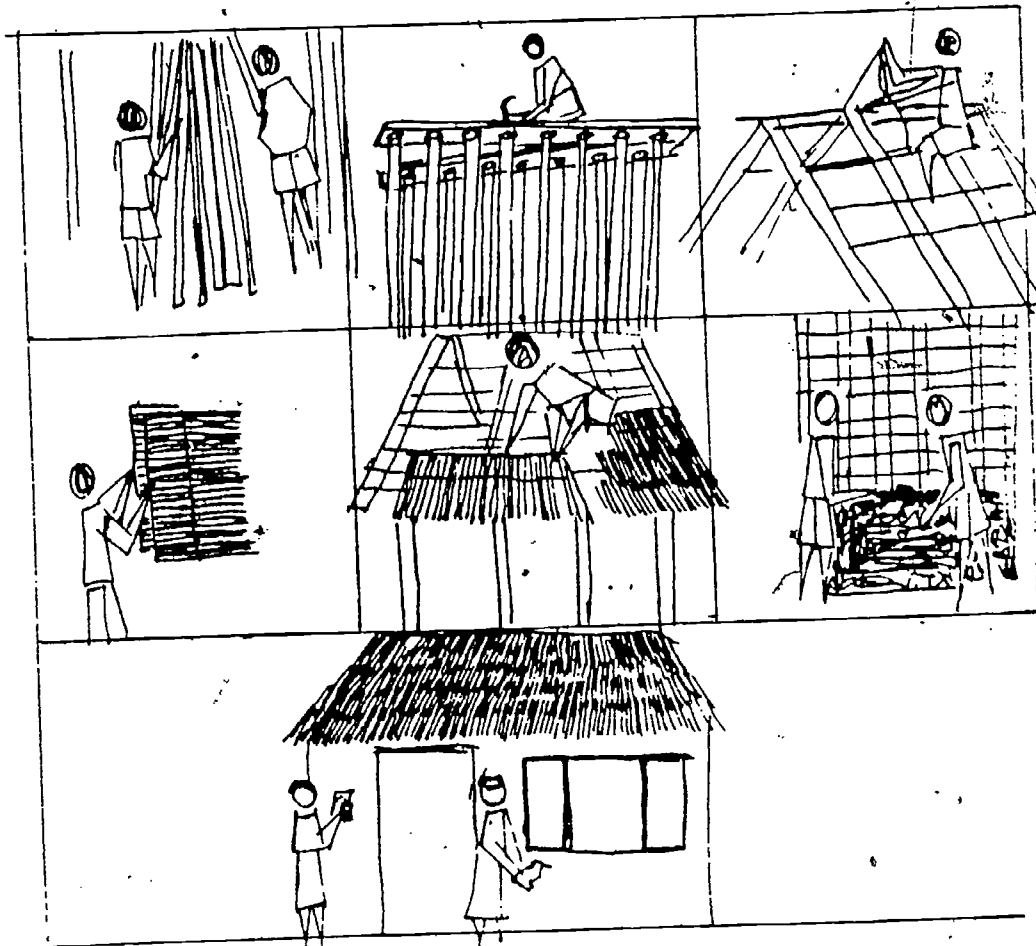


1. TEXTS

1.1 Monolog: Pélélòòfáf Lòmàzùìzù

Pélélòòfáf yà gàa fáfpágeì, àníf yà gàa núizeélakúláí sàa. Àníf èwófnì è péle lóò, véle yà máanèè è tóózéí lá. Pélélòòpéleí zèizù lāmàgè. Tá, tá lóò gàa bílíkìí nà yà gàa pólógèlè. Té tá lóò wònó gàa bílíkìínfí, é gàa símèndìí nà yà gàa, té lílí gàa kóngííivèlè. Nìibòò gá tóò, gáf gè gá Lòmàgìttìè, gá tóò gàa gúlíí. Gé málé gàa múngìí òò tètègìí. Yàwóf nà, yà málé gáf pànikàlìgìí. Yà nòò gá èwófvàa yá gé lè. Tóò zéízüvè yà gàa nìí; yàlìizú dóbózu, é gúlúf lèvè. Gúlúfnìí, è tévézù, dǎá yá gàa pílegùlìí. Yàwòlò ná gàa pílegùlùì lèvè, yàa sàa wònó, yà láálè kpólókpólógùlùváf wulù. Yà wòlò ná gàa nà gè, yà sàa wònó yà vílé gálúwúlóváf wulù. Nà gá wúlònà bà, yà sàa yà vílé tètákúló-váf wulù. Àníf èwófnì è málé gàa tètè. òò àníf èwófnì è málé gàa múngìí. Yà sàa yà vílé múfinkùlòváf wulù. Núúgìlǎá èlè zóò gàa pélevìlèsù.

Máánèè é táámàsàgìì gàazàyà vè máánèè é pélé lóò ná. Tá ná lé ná gàà yìè, yà sàà yà nùmáá gàazàyà tébòò évàà wò péléínìì vilè. Wà yè ná, péléínìì vilésù, máánèè é té wónókùlù nàà māvólóí. Gálíínìì é kúláá, tówáá é gàà gádòoméleì. Tówáá gá gúlúítìè gílílà gàà é pélé bàànà. Wà wòlò ná gàà pélévilè, wòáká, yà sàà yà vilémáléváí wùlù. Wà málé ná, yà sàà yà vilé māvéléváí wùlù. Wà māvélénà yà yà sàà, èbòwúú èlasiégíí máánèè wò pélézòlà. Núúyílà gèlé pélé zólá. Téí yà núumáitìè yà zàayàà té táínìizù gàà té bò évàà. Pélézòzìégíí yà zítí ná yà èwò yè gàà péléí, máánèè é pélézòvéáitìè kónó kùlù. Tówáà bógáfáí é gàà faabákpánà vólóí. Wà wòlò ná gàà pélézòò, máánèèvé wò níí pélézóáníínèwù ná bókóí. Vélé yà ná, gá péléí lóódá gáí-gè gáà Lòòmàgìitìè. Wóóvágóí kpókóí vàà má tííkàà.



Breakdown: House Building Business in Lorma Country

1. Pélélòòfáí yà gàa fáipágèì, àníí yà gàa núízéélàkúláí sàà.
House construction is good business if you are a handy person.
lòòfáí...building business
zéélàkúláí...handy
2. Aníí èwóínì è pélé lòò, vélé yà máánèè è tóózéí lá.
If you want to build a house, this is the way to do it.
vélé yà...this is the way
máánèè...it is best
tóózéí...to begin
lá...it
3. Pélélòòpéleí zèìzù làmàgè.
The steps in building a house are many.
péleí...way
zèìzù...in steps, stages, periods zeì = time
làmàgè...many (stative)
4. Tá, tá lóó gàa bílíkíí nà yà gàa pólógèlè.
They build them with brick, that is to say with mud.
bílíkíí...brick (block)
nà yà gàa...that is (to say)
póló...mud
gèlè...own (in this context, itself)
5. Té tá lóó wónó gàa bílíkíníí, égàa símèndíí, nà yà gàa, té lílí gàa kónkílívélè.
They also build it with brick and cement, this is what they call a concrete house.
símèndíí...cement
tílí...they call it
kónkílí...concrete

6. Niibòò gá tóó, gáí gè gá Lòomagiitìè, gá tóó gàa gúlíí.
That which we build, we who are Lorma people, we build with wood.
niibòò...that
gáí...we who
gúlúí...sticks, wood

7. Gé málé gàa múingìi òò tètègìi.
We thatch it with grass of palm leaves.
málé...thatch
múingìi...grass
tètègìi...palm leaves

8. Yà wóí nà, yà málé gáì pànikàligìi.
If you wish, you may thatch it with zinc.
pànikàligìi...zinc: metal-sheet

9. Yà nòò gá èwóivàa yá gé lè.
It is up to you which one you want.
yànòò...your own
èwóivàa...your wish business (Literally: your own, your wish business which it is)

10. Tóó zéízávé yà gàa nìi; yàlìizú dóbózu, é gúlúí lèvé.
To begin with, you go to the bush to cut trees.
tóózéízávé...begin, time-in-stative
dóbó...bush
lèvé...cut

11. Gúlúínìi, è tévézù, dǎá yá gàa pílégùlìi.
The trees that you are cutting are named poles.
dǎá yá gàa...its name is
pílégùlùì...building wood

12. Yàwòlò ná gàà pílégùlùì lèwè, yàa sàà wònó, yà láálè kpólókpóló-gùlùvái wùlù.

You finish cutting the posts, then you carry the round sticks.

wòlò ná...finish with that

yà sàà wònó...you now again

yà láálè...you carry

kpólókpólógùlùvái...round stick business

wùlù...behind (in this context: then, next)

13. Yà wòlò ná gàà nà gè, yà sàà wònó yà vilé gálúwúlóvái wùlù.

After you finish with that, you do the rope tying.

gálúwúlóvái...rope-tie-business

14. Nà gà wùlònà bà, yà sàà yà vilé tètékúlóvái wùlù.

After you finish that you construct the thatching.

tètékúlóvái...post-thatch-tying-business

15. Àníí èwóinì è málé gàà tètè.

If you wish, you thatch it with palm leaves.

16. ɔ̀ò àníí èwóinì è málé gàà múíngìì.

Or if you wish, you thatch it with grass.

17. Yà sàà yà vilé múwìkúlóvái wùlù.

You then follow with the palm thatching.

18. Núúgíláá èlé zóó gàà pélévilèsù.

One person is not able to construct a house.

núúgíláá...one person

zóó...to be able

19. Máánèè è táámasàgìì gàazà yà vè máánèè è pélé lòò ná.

It is best to ask the town chief where it is best for you to build a house.

máánèè...it is best

táámasàgìì...town chief

20. Tá ná lé ná gaa yiè, yà sàà yà númáá gáázàgà tébòò évàà wò péléíniì vilè.

They will show you where. Then you will ask people to come and help you construct your house.

lé gaa yiè...show to you

númáá...people

gáázàgà...ask

21. Wà yè ná, péléíniì vilésù, máánèè è té wónókulù nàamaávólóí.
When you are there constructing (your) house, it is good for you to provide their food for the day.

wónókulù...provide

máavólóí...the (afore-mentioned) day

22. Gálííniì é kúláá, tówáá gaa gádòoméleì.

The rope that you collect is our own (kind of) nail.

gálííniì...this rope

gádòoméleì...our own nail

23. Tówáá gá gúlúítìè gílílà gaa è pélé bààná.

With it, you tie the sticks to make the house strong.

bààná, kpààná...strong

gílílà...tie with it

24. Wà wòlò ná gaa pélévilè, wòdáká, yà sàà yà vílémáleváí wulù.

After you finish with the rafters, you follow with the thatching.

wòdáká...rafters

25. Wà málé ná, yà sàà yà vílé màavélevàí wulù.

After thatching you then construct the webbing business.

màavélevàí...webbing business

26. Wà màavélenà yà yà sàà, èbòwúú èlasiégíí máánèè wò pélézòlà.

After the webbing you yourself will determine when it is best to daub the house.

èbòwúú...your own time

èlasiégíí...your (name the) time

sòlà...daub

27. Nùúgílá gèlè pélé zólá.
One person cannot daub a house.
28. Téí yà núúmaítìè yà zàayàà té táínìizù gàà, té bó èvàà.
You have to ask, the people in the town to come and help you.
téí...you have to (in this context)
tébóò èvàà...they help you
29. Pélézòòzì'gíí yà zítí ná yà èwò yè gàà péléí, máánéé é pélézòòvéáítìè kónó kùlù.
When the house daubing time reaches, it is good for you who are the owner to feed the house daubers.
pélezòòzì'gíí...house-daubing-time-the
zítí...reaches
yà èwò gè gàà péléí...you, your own is with house you who own the house
30. Tówàà bógàfáí è gàà fáábákpánàvólói.
This day is a very important day.
bógàfáí...heavy matter
gàà faábákpá...with strong business
31. Wà wòlò ná gàà pélézòò, máánèèvé wò gíí pélézóáníínewù ná bókói.
After daubing the house, it is good that you sleep in your newly daubed house that evening.
gíí...sleep
32. Véle yá nà, gá péléí lóódá gáí gè gáá Lòòmàgìtìè.
This is the way we Lorma people build houses.
33. Wóovágóí kpókóí vaa má tífkàná.
The good words coming this evening have finished.

1.2 Gàazáyàkè.

- 1) Zèbèeníí yá kòdííítìè, tá pélé lòòdà?
- 2) Zèbèè yá kòdííítì , táá pélé mà léélà?
- 3) Zèbèeníí yá kòdííítìè táá wùipèlè lòòdà?
- 4) Zèbèeníí yá kòdííítìè táá wùipèlè màléélà?
- 5) Mìnè yá, gágulíí wèténá gá pélé lòòdà?
- 6) Zèbèè yá kée gá mawún àníí ewóínì è pélé lòòdà?
- 7) Táí sèbèé yá pélé zòò là?
- 8) Núú gílà kà zóó é pélé zòò?
- 9) Àníí yá nùmdítìè yázaàkée ná gá té bō yìè pélézòòvéízu, zébèè yá fé tìè?
- 10) Pélézèbèè à yá lévé dà é pélé lòò?

Gàazáyàkè...Questions

- 1) What do country people use to build traditional houses?
- 2) What do Lorma people use to thatch traditional houses?
- 3) What do Lorma people use to build kwii houses?
- 4) What do Lorma people use to thatch kwii houses?
- 5) Where do you find sticks for a traditional house?
- 6) What do you do first, the house or the thatching?
- 7) When do you do the daubing?
- 8) Can one person daub a house?
- 9) When you ask the daubers to come, what must you give them?
- 10) What way do you build a country house?

2. GRAMMAR, EXERCISES AND CULTURAL NOTES

2.1 The Comparative Construction

In English, comparatives are expressed by the adverb more (if the word under comparison is more than two syllables) and by the suffix -er (a reduced form of more) if the word is less than two syllables.

John is <u>taller</u> than Peter.	tall:	1 syllable
John is <u>uglier</u> than Peter.	ugly:	2 syllables
John is <u>more</u> intelligent than Peter.	intelligent:	2 syllables

In Lorma, these comparisons can be expressed in a number of ways, none of which parallel the English construction.

- 1) Throughout West Africa, the verb which is usually translated as "to surpass" or "to pass" is often found in comparative constructions. Following are some examples from Lorma.

Péwù wóózavé (élevé) Súmóyéva.	'Pewu is strong, he surpasses on Sumoy.'
Péwù lè wóózani, ólévé Súmóyéva.	'Pewu is not strong, he surpasses on Sumpy.'

In the negative, the stative (-vé or -gé) is expressed as a simple past negative. The dependent clause is used in the habitual form (the gò pronoun series) rather than the basic pronoun series.

- 2) The su stative.

In this form, the meaning of the sentence reads literally as "in X, adjective is on (over) Y."

Péwúzù báávé bá.	'Pewu is stronger than him.'
Péwúzù báávé Súmóyéva.	'Pewu is stronger than Sumoye.'

3) Metaphor as a kind of comparison

This sentence type says literally "It is X, looks like a Y" (rather than like a Y). Below are some examples:

Péwùzù báávé, è pétè gàà pélé. 'Pewu is strong, he looks (like) a house.'

2.2 Superlative Construction

The superlative construction is really an extension of the comparative in which the point of reference is absolute. Below are some examples.

Péwùzù báávé tépèbà. 'Pewu is stronger than them all.'
 Péwùzù báávé tézáámà. 'Pewu is stronger among them.'
 Péwùzù báávé númaítìèvà. 'Pewu is stronger than people.'

2.3 Asking About Comparatives and Superlatives

Here, the standard question word zèbèé appears on the subject noun, as follows:

Zèbèé yá kpááí? 'Which is the strong(er, est)?'

2.4 Suggestions for Studying and Learning the Comparative Construction

Using the list of adjectives given in Lesson VII (and repeated here for easy reference), practice developing a simple stative construction (-ve or -ge) into comparative construction of one of the above-mentioned types. For example:

Péwùzù báávé.
 Péwùzù wóózàgè.
 Etc.

Péwùzù báávé Zízìvà.
 Péwùzù wóózàgè Zízìvà.
 Etc.

2.5 • Compounding

Compounding in any language is a way of increasing vocabulary by recombining existing words in the vocabulary. In Lorma, this device is used extensively and only the simplest sentences escape the use of compounds. Below are some examples that you have already encountered.

Wùitààzù	Kwii-town-in	America
kólóvélé	book-house	school
kólóvéléwàlà	book-house-big	university
pélélòòfáá	house-build-business	house construction
sálevèlè	medicine-house	hospital
kpólówáá	salt-bitter	soda (NaHCO_3 or NaOH)
dááwùò	mouth-wash	toothbrush
dótózù	body-in	body (internal organs)
góizúḡéní	ear-in-thing	earring

Incomprehending the structure of compounds, there are a number of points to keep in mind.

- A) The word order is the same as the adjectival construction. That is, the modifying element follows the main noun. That is why the first word must be a noun.
- B) Any major part of speech (e.g., noun, verb, positional and adjective) may enter into a compound (see above examples).
- C) Since compounding is very flexible, it is frequently used for the labeling of new concepts, namely those introduced by the Kwii. The compounding process, (making new things from old) seems to be preferred over borrowing because unlike borrowing it does not involve the learning of a new word.
- D) Those words that are borrowed seem to fall into two categories:

- 1) Those items for which a suitable compound is hard to construct:

lódìè	radio
kópúí	cup
kápágíí	money (copper)
plétèi	plate
sáápígìì	shop
fláslàìt	flashlight

but some of these form compounds anyway.

kólúlíyí	iron-pot or kooli i
káléwópú	fish-cup = canned fish
bátùlùwótí	battery-stone = battery

NOTE: More often than not borrowed terms take the -gii suffix, that is, they are frequently strong-conditioned words.

- 2) Those which appear to fit into a Lorma-like compound:

Félánzù	French
---------	--------

- E) Compounds obey the same rules as adjectives insofar as consonant conditioning and tone-conditioning are concerned. Thus, anywhere in a compound, a strong conditioning word will be followed by a word with a strong initial consonant and a weak conditioning word by a weak consonant. Likewise, a word following a high tone-conditioning word will have high tones. Following are some examples:

First Word Strong:	Wuigii	Wuitàazu	America
First Word Weak:	sáleí	salévelèi	hospital
First Word High Cond.:	káleí	káléwulónù	fisherman
		fish-pull-person	
		káléwópú	canned fish
First Word Low Cond.:	Zòzógii	Zòzògìjovelé	Zorzor school

2.6 Suggestions for Studying Compounds

- A) Go over all previous lessons and make a list of compounds that have been used so far.
- B) Using the hint (3.5.D) look for additional compounds with your tutor.
- C) Compound constructions and adjective constructions are an excellent way to determine whether a given word is high or low tone conditioning. Take a list of words whose tone status you are unsure of and try to put them into compounds or adjectival constructions. Then note their tone.

2.7 More on Stative Constructions

- A) In Lesson VII (3.4) the stative affixes -ve and -ge were introduced. This stative is used to express a present condition.

kólevè

It is white.

págè

It is good.

To express the past stative, that is a state that existed in the past, but may no longer be so, the past stative can be used. This form is constructed in an entirely different way. First, the adjective with a recent past tense affix (-a or -ga) is made definite by adding the definite suffix -i (-a -ga is a weak conditioning word). This makes the construction a noun

kóléáí

The white state in the past (also è.ì)

págàí

The good state in the past.

As a noun, it can enter into an existential construction, by the addition of yaa.

Kóléáí yàà.

It was white.

Págàí yàà.

It was good.

B) Attaching Nouns to the Stative.

Singular nouns are attached before the adjective, and observe the consonant conditioning rules. Plural nouns are connected with an intervening third person plural basic pronoun (te).

Péleniinevé.	The house is new.
Péleniineai yaa.	The house is new.
Péleitie teniinevé.	The houses (they) are new.
Péleitie teniineai yaa.	The houses (they) were new.

C) Suggestions for Studying the Past Stative

There are a number of transformations that can be used to practice the stative. Given the list of adjectives in Lesson VII, construct an adjectival sentence in the present tense.

Tóóbádízu. It is getting hot.

Then transform this sentence into the following forms:

- | | | |
|--------------------|--------------|---------------------|
| a) present stative | Kpádívé.. | It is hot. |
| b) past tense | ébadia. | It was getting hot. |
| c) past stative | Kpadiái yaa. | It was hot. |

Repeat the above exercise using singular nouns and plural nouns.



3. SUGGESTIONS FOR LEARNER INITIATED STUDY

3.1 Clothing

It is possible for one to spend two years in Liberia without really noticing the variety of clothing that people wear or on what occasion they wear it. To begin your study, ask your tutor to help you to make a list of the names for different kinds of clothing. A partial list is offered on the following page.

shirt.(n)...tóókobáí

trousers (n)...bélégíí

hat (n)...bóólógíí

shoes (n)...kóówówáláí

socks (n)...kóómáálóógíí

country cloth (n)...kódíséyé

long sleeve (n)...tóókóbáyèè-
woozagíí

short sleeve (n)...tóókóbáyèè-
buogíí

gown (n)...fèlégíí

ivory bangle (n)...séébàlàí

bangle (n)...báláí

briefs (n)...dólóíí

belt (n)...bèti

short pants (n)...bélékpúógíí

long pants (n)...bélékóózágíí

chain (n)...kwáígíí

lappa (n)...gílímázágíí

slipper (n)...sílípàí

headtie (n)...kpóológíí

earring (n)...góízùgèní

dress (n)...názánulóókópáí

brassiere (n)...nínízágíí

panty (n)...názánubélégíí

comb (n)...kómùí

hair grease (n)...wúndíyáwùlùbádí

sweater (n)...kóólézágíí

3.2 Language Cards

Take the names of these items and sketch them into your language cards for study.

3.3 Observation

Now that you are aware of what to look for, begin making notes as to who wears what when. That is, take four or five representative people and note changes in their dress at different times of the day or week, or on special occasions.

3.4 Composition

Write, with the help of your tutor, a monolog on the different kinds of dress found in the town in which you stay.

3.5 Clothing

The following drill is from Basic Lorma.

Answer the questions with any appropriate words you know for articles of Lorma clothing. There might be several possible responses to one question.

Zébéé yà nàzanúú yà gílímá?

Zébéé yà masá kà too?

Zébéé yà zunúú yà too?

Zébéé yà zulóma yà too?

Zébéé yà nàzalómá yà gílí má?

Zébéé yà tise yà too?

Zébéé yà bóí kà too?

Zébéé yà Písíkòò yà too?

Zébéé yà i toozù kpókòvolòì?

Zébéé yà i nàza yà gílímá?

Zébéé yà i vèkè yà too?

Zébéé yà i labé yà too?

Zébéé yà i nàza yà gílímá?

Zébéé yà i líe yà too?

Zébéé yà i lévé yà gílímá?

Zébéé yà i toozù kpídíí?

Zébéé yà yà zéeláí yà too?

Zébéé yà iluí yà gílímá?

Use a number from 1 to 10 and a complete sentence in responding to the teacher's question..

Tóokóbaliidé yà èyèyèà?

Yógbóliidé yà èyèyèà?

Véleliidé yà èyèyèà?

Bóloliidé yà èyèyèà?

Gílímazèvaliidé yà èyèyèà?

4. VOCABULARY

bálaí...bangle
 bélegíí...trousers
 bélekóozagíí...long pants
 bélekpuógíí...short pants
 betíí...belt
 bogáfáí...heavy matter
 bólogíí...hat

 dáawùò...tooth brush (mouth wash)
 dóbóí...bush/countryside
 dólólí...briefs
 dóóméleíí...nail

 èbòòwúú...your own time
 èwóívaà...it's up to you

 fèlègíí...gown

 gáázagà...themselves
 gáí...we who ("relative" pronoun)
 gálíí...soap
 gèlè...own (self)
 gílí...to tie
 góízùnéńí...earring
 gúlíí...sticks (wood, tree)

 kódíseyéí...country cloth
 kóléí...white
 kómùí...comb
 kókìlìí...concrete
 kóólézagíí...sweater
 kóómálóógíí...socks
 kóówówáláí...shoes

kpáná...to be strong
 kpólógíí...head tie
 kpólókpóló...to be round

 lámàgè...many (stative form)
 (see tamaa)
 lé gaa X...show to X

 maánèè...it is best
 maàvélevàí...webbing business
 maávólóí...the afore-mentioned day
 málegíí...thach
 múingíí...grass

 nàyagàà...that is to say
 niibòò...that (self)
 númáá...people
 ɔ́azánubélegíí...panty
 ɔ́azánulóókobáí...dress
 ɔ́ínízáígíí...brassiere

 pílégùlùí...building wood

 séebaláí...ivory bangle
 sílípáí...slipper
 sólà...to daub

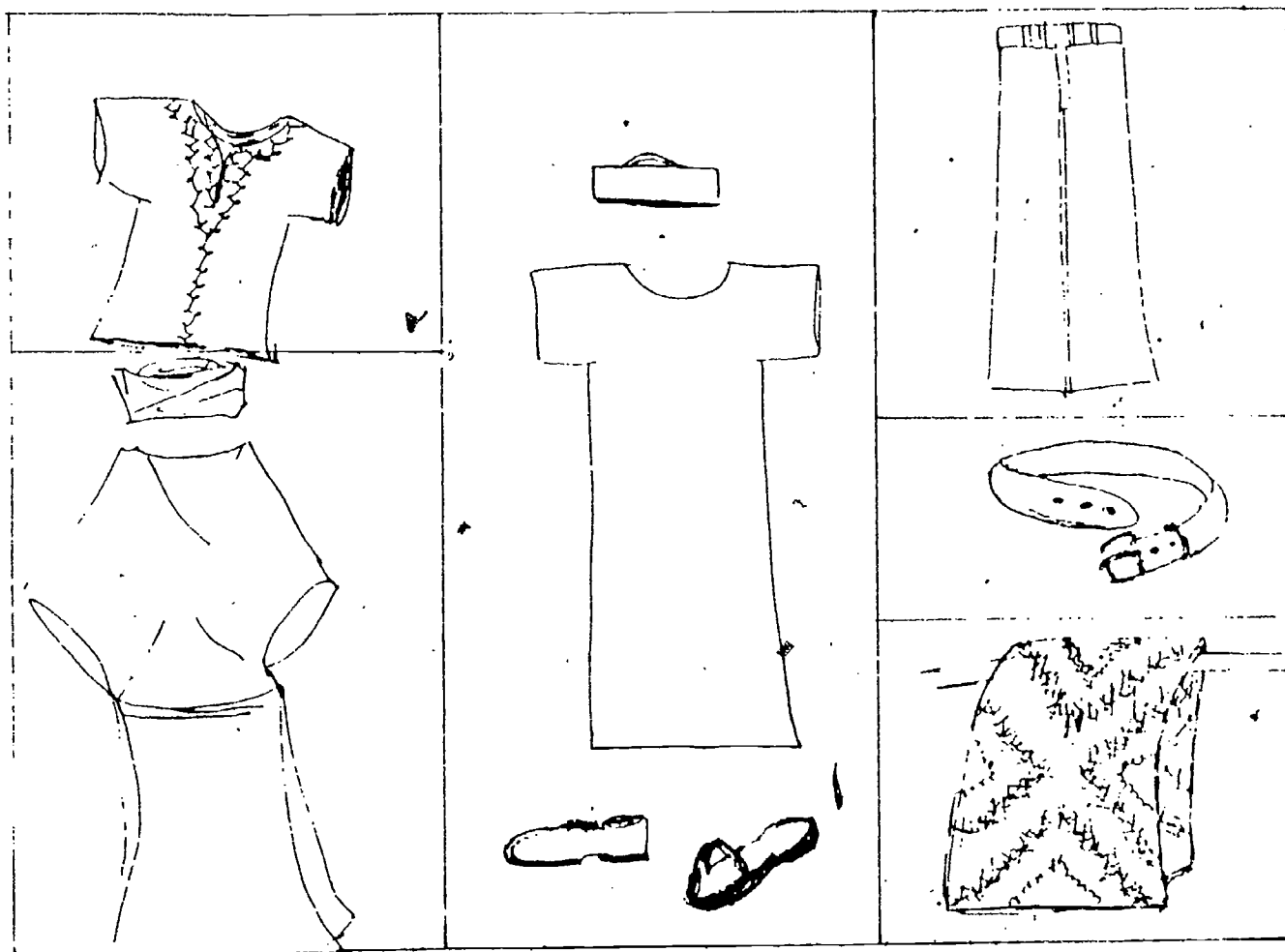
 táamasàgíí...town chief
 téí...you have to (see 13.1)
 tílí...to call
 toókobáí...shirt
 toókobayeebuogíí...short sleeve shirt
 toókobayeeewóozagíí...long sleeve shirt

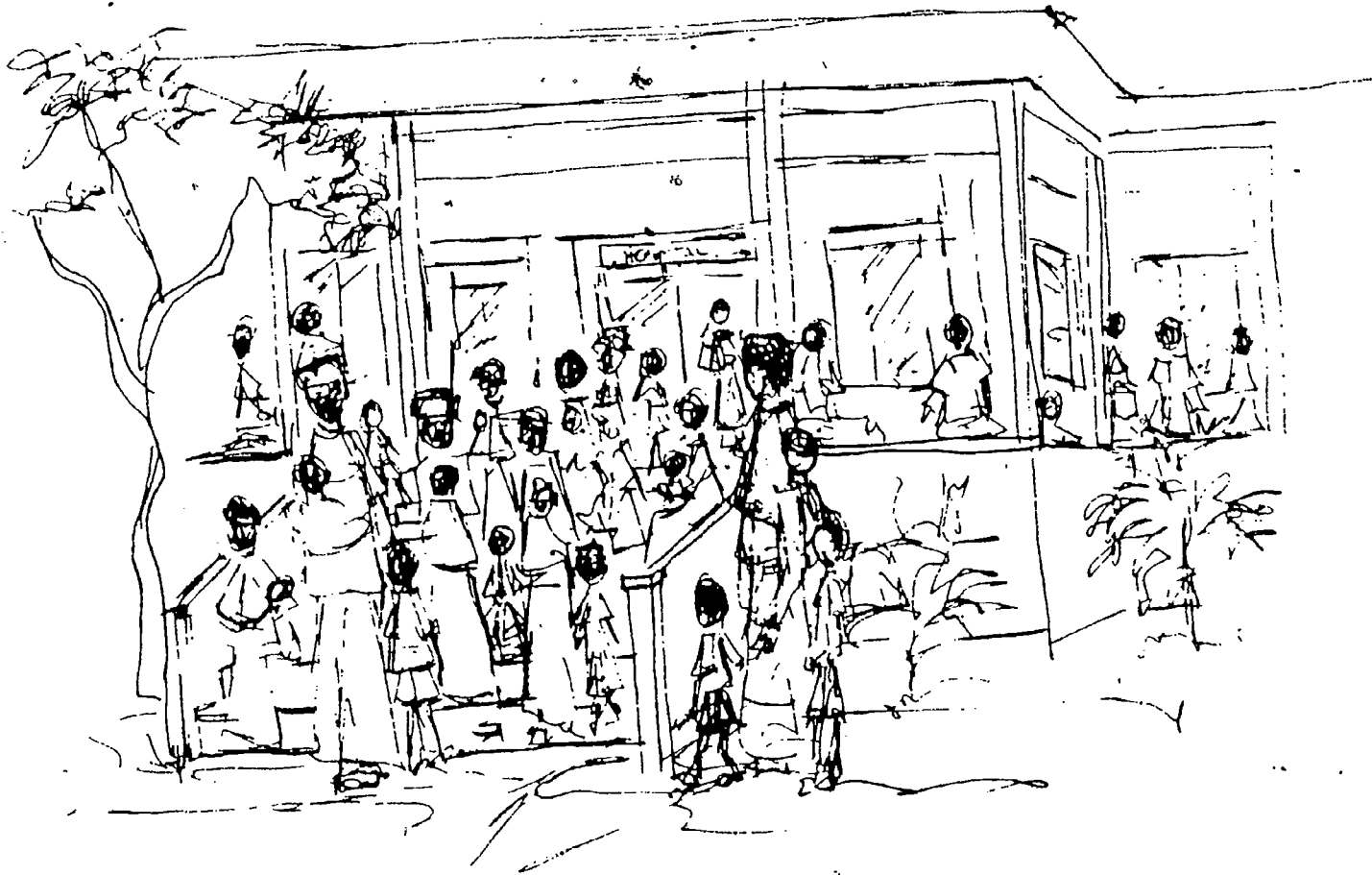
tóózéí...to begin
tóózéízuè...in the beginning

wòodákáí...rafters
wónókùlù...to provide food
wúndíyáwùlùbádí...hair grease

yànòò...your own
yà sàà wònó...you again

zéélàkúláí...handy
zèìzù...steps, stages (zei...time)





1. TEXTS

1.1 Sálévélélàziévai

Ànii yà gaa séebénu, yà ewoini, elii sálévéléla. Véle yà yà lévé dā ɔvée liizu sálévéléla yeeta ɔvée wuizowei vetezu. Tanisu, anii, yawulozu Fiseebu niikavele yievaa sálévéléla ɔ Zozo yalii ve tá motei zii ná Fiseebu. Ya ná ye ná, távaa té é vilé ná ve motei yà númúitié píle ná, yà saa yà gaazayakée wó anii éle pélei wóni alii sálévéléla. Tá ná lé ná gaa yie yà saa yawuziye yielii. Yalii ná sálévéléla, tanisu éle kóni gaa véle yaléve dá é salé maazolowo. Fetei yà nuu yaazaya kée gaa é wuizowei le gaa yie nui a koloi ve nuuya sálévéléla. Yaliizu é bó wuizoweima gaa yà gaa séebénu. Ya bó nama éleyesu ná ɔ sáleí ve éya, tóvaa é lévé wuizoweiniitiéw tá séebe wée nuloizú. Anii naatie tá séebemazii wée ná, tá é lévé ná wulu wuizowoitiéwv

naatiè tódóí yà gàa té séebémaazaalè wulò. Naatièwó, tá bó èmà gàa sáléyáí maánée té fé èyà. Yéetá, àníí sáléyáí nàa màyeé yà gàa dóí, tá bó èmà gàa é mélé dós bólé éyèsú évàlò. Tá sàa tá sáléyáí na vé èyà. Ké àníí maánéevé è yé sálévèlèlè, éyèsú évàlò, tá è làazùvè sálévèlèlè gàa yìè níí nà éyèsú évàlò. Vélé yà nà yàlévé dá òvée vólòzù àníí yà gàa séebénuí yavàa ewóí é sálévèlèlè mázólówó káavàamà èlìì nà. Wóí zàa vàamà tííkàà.



Breakdown: Sálévélélàzìèvài...Hospital-going Business

1. Ànii yà gaa séebénu, yài ewóiní, èlìi sálévélélà.

If you are a sick person, you will want to go to the hospital.

séebé...sick

sále...medicine

2. Vélé yà yà lévé dá òvèè liizú sálévélélà yéetá òvèè wùizowèi
vétèzú.

This is the procedure you follow before going to the hospital, or perhaps before seeing the doctor.

vélé...way

yà lévé dá...you pass with it

òvèè...before

yéetá...perhaps

wùizowò ì...Kwi doctor

3. Tánísú, àníí yàwulòzú Físeébù níikávélé yìèvää sálévélélà òò
Zòzòó yàlìì vè tá mótéi zìyì ná Físeébù.

Perhaps if you are from Fisebu or the like, come to the hospital in Zorzor, you will go to the place where cars leave from Fisebu.

tánísú...perhaps

wulò...come from

níikávélé...or the like

yìè...for you

vè...place, where

zìyì...take

4. Yà nà yè nà, tàvää té é vilé nà vè mótéi yà númúitié pílè nà,
yà sàà yà gaazayakée wò àníí élé péleí wòòni àlìì sálévélélà.

After that they come and they place you where the car puts people down, then you ask questions if you do not know the road to go to the hospital.

pílè...put you (down)

wòòni kəɔ...know

yà sàà yà...then you

5. Tá nà lé nà gāà yīè yǎ sàà yàwūzīyì yīèlìì.
After they show you you get up and go.

lè...show

yīè...you

wūzīyì...get up, rise

6. Yàlìì nà sālélélà, tánísú èlè kónì gāà véle yàlévé dá é sálé
māázólówó.

You go to the hospital (but) perhaps you do not know the way to
pass through to obtain medicine.

7. Fétéí yā núú yāázáyá kée gāà é wūzòwèi lè gāà yīè núí à kólóí,
vé núúyá sālélélà.

You have to ask someone that he show the doctor who gives people
papers to people at the hospital.

yāázáyá kée...ask do question

lè...show

8. Yà lìizú é bó wūzòwèimá gāà yā gāà séébénù.
You will go to tell the doctor that you are sick.

9. Yà bó nāmá éléyésú nò nà sáléí vé èyà, tówáá élévé wūzòwèinì-
tìèwó tá séébé wée núlòtózù.

After telling him, he will not yet give you medicine, he will send
you to those doctors who know the sickness in peoples bodies.

bó X-ma...say, tell X

10. Aníí nàatìè tá séébémàzíf wée nà, tá élévé nà wùlù wūzòwèitìèwóvé
nàatìè tódóí yā gāà té séébémààzáálè wùlò.

If they know the kind of sickness, they will send you to the doctors
where they themselves draw the medicine for the sickness.

màzíf...type, kind

wùlù...back (in this context "on to")

tódóí...they themselves

11. Nààtièwó, tá bó èmà-gàà sáléyáí máánéé té fé èyà.
They (are the ones) who tell you the tablets to give to you.
bó...self
èmà...to you
sáléyáí...tablet
èyà...to you
12. Yéetá, àníí sáléyáí nàà màyéé yà gàà dóí, tá bó èmà gàà é mélé
dóó bólé éyèsú évàlò.
Perhaps if that tablet forbids wine, they will say to you that you
shouldn't drink wine until you get better.
13. Tá sàà tá sáléyáí nà vé èyà.
Then they will give the tablet to you.
èyà...to you
14. Ké àníí máánééyè è yé sálévèlèlà, éyèsú évàlò, tá è lààzùvè
sálévèlèlà gàà yìè níí nà éyèsú évàlò.
But if it is best (for) you to be in the hospital until you get
well, they will give a resting place to you to sleep there until
you get well.
lààzùvè...resting place = bed
éyèsú...until
15. Vélé yà na yàlévé dá òvéé válózù àníí yà gàà séébénuí yàvàà
èwóí é sálévèlèlà mázólówó kéévààmá èlìì nà.
This is the procedure you follow before getting well, if you are a
sick person and want to go to the hospital for treatment.
dà...with it
yà lévé dá...you proceed (literally pass through with it)
mázólówó...get
sálévèlèlà mázólówó...literally: get hospital
kéévààmá...in order to
16. Wóí zàà vàmá tííkàà.
The word for today is finished.

1.2 Gàazayakè.

1. Méné yàlii nà àníí yà gaa séebéru?
2. Zébéé yà kée òvèè liizú sálévèlèlà?
3. Fàazébéè maawún ká págèi séebéveaitiè té yès sálévèlèlà?
4. Zébéé yà kée sàà àníí yàlii ná è kólai wulò sálévèlèlà?
5. Àníí wùizowèi yà wélé ná yìè sálévèlèlà, tóò sàà nó yà sálé vè èyà?
6. Sálézébéè máazìgì yà wùizowèi yà fé èyà?

2. GRAMMAR, EXERCISES AND CULTURAL NOTES

2.1 The Past Progressive and Perfect

The past progressive and past perfect are easily constructed and not so easily used. To construct the past progressive, the present participle (Verb-su) is preceded by the past tense of the verb to be (yèní in the affirmative and hèní in the negative). This construction, like all past tense constructions, uses the basic pronoun set.

Affirmative

Gèyèní lǐizú.

èyèní lǐizú.

éyèní lǐizú.

Géyèní lǐizú.

Déyèní lǐizú.

Wèyèní lǐizú.

Téyèní lǐizú.

I was going.

Etc.

Negative

Gèlè hèní lǐizú.

èlè hèní lǐizú.

élè hèní lǐizú.

Gélè hèní lǐizú.

Délè hèní lǐizú.

Wélè hèní lǐizú.

Télè hèní lǐizú.

I wasn't going.

Etc.

The Past Perfect

The past perfect is constructed in exactly the same way as the past progressive, except that the past tense form of the verb (Verb + ni) is used instead of the present participle.

èyèní lǐiní.

èlè hèní lǐiní.

He had gone.

He hadn't gone.

The past progressive tense, like most complex tenses is not generally found in a simple sentence. Rather they are used to mark one event with respect to another. Examine the following sentences:

A.

When you came to my house

B.

(1) I was eating.

(2) I had eaten.

(3) I ate.

Each of the B clauses (1, 2 and 3) expresses a different time relationship with the event described by the first A clause (a clause is a sentence within a sentence). In (1) the action was in progress (hence the term progressive). In (2) the action had already been completed and in (3) (an uncommon sentence) the action takes place after the action of the first clause.

2.2 Suggestions for Practicing the Past Progressive and Past Perfect

Since these sentences only appear in complex sentences, it does not make sense to work with them as simple sentences. Instead they should be practiced in the proper context of a complex sentence. Below is a list of ten sentences for you to practice.

- | | |
|------------------------------------|-------------------------------------|
| 1. Téí èvààní nàpèléí là, | When you came to my house, |
| a. gèyèní lààmìzù. | a. I was eating. |
| b. gèyèní zíé bòlìzù. | b. I was drinking water. |
| c. gèyèní kókò mááwùòzù. | c. I was washing dishes. |
| d. gèyèní lópùí wòòzù. | d. I was feeding the baby. |
| e. gèyèní kóó yálézù. | e. I was splitting firewood. |
| f. gèyèní kóló lódósù. | f. I was reading a book (studying). |
| g. gèyèní wóí tòsù
lòódìemà. | g. I was listening to the radio. |
| h. gèyèní Lòòmà góimàà-
wólézu. | h. I was studying Lorma. |
| 2. Téí gèyèní lǐǐzú táázù, | When I was going to town, |
| a. gèwèlèní nàwóivà. | a. I saw my friend. |
| b. gèwèlèní Fólómová. | b. I saw Foloma. |
| c. gèvílèní. | c. I got lost. |
| d. gè kóló lòdònì. | d. I read a book. |
| e. gè máázàgíítà
yééani. | e. I bought some bananas. |
| f. gèlòònì. | f. I fell down. |
| g. gè dàálíimà wónì
tépétémà. | g. I greeted <u>everyone</u> . |

Repeat the above drills using the past perfect rather than the past progressive.

Make a list of ten sentences which you feel will be useful to you. Ask your tutor to say them. Write them out, correct them with your tutor, and learn them.

2.3 The gɔ form

The gɔ form is so named because it is constructed with the gɔ pronoun series.

I	gɔ̀
you _s	ɔ̀
he	ɔ̀
we _x	dɔ́
we _n	gɔ́
you _p	wɔ̀
they	tɔ́

This form has two functions, one habitual and one conditional. The habitual is used to express an action that is done habitually, such as going to school on weekdays, going to church on Sundays and doing the marketing in the morning.

ɔ̀lɪ̀ɪ̀ b̩ààngà g̩àà súbù.

He goes to Gbarnga in the morning.

ɔ̀lɪ̀ɪ̀ kɔ́lɔ́vɛ̀lɛ̀ɪ̀ g̩àà kpɔ́kɔ́vòlò.

He goes to school in the afternoon.

The perfect (recent past) habitual, meaning 'used to do X' is constructed with the same gɔ pronoun set, but with the perfect participle (see Lesson XIII).

ɔ̀lɪ̀à b̩áángà g̩àà súbù.

He used to go to Gbarnga in the mornings.

The second usage of the gɔ form is a conditional one (sometimes called the subjunctive). The conditional is found in two sentence constructions in which the action in one is dependent on the conditions of the other.

The go conditional can also be used to express:

"I would...but _____."

Gòlìì, kè gázéébézù.

I would go but I'm sick.

Gò gáyá kè kápá gèlè zèyá.

I would buy it, but I don't have money.

ǎ kée kè gèlè gáázá kéenì.

He would do it but I didn't ask him.

Té yèní tíí yèèzù, go bò
tié.

(If) they were working, I would help them.

2.4 Suggestions for Drilling the go form.

A. The habitual.

1. Using the chart of daily activities given in lesson IX, transform the activities into the habitual form (present and perfect).
2. Make a list of your daily and weekly routines. With the help of your tutor, describe them in Lorma using the habitual. Then practice them.

B. The conditional

1. Below is a list of sentences using the conditional form. Learn them in the prescribed way.

- | | |
|--|---|
| a) ǎ gáyá kè kápá élè zèyá. | He would buy it but he has no money. |
| b) Gò è wuló gáà nàzà kè kápá gèlè zèyá. | I would marry you, but I have no money. |
| c) Gò è wuló gáà nàzà kè gèlè wóíní gáà èvè. | I would marry you, but I do not love you. |
| d) Gòlìì kè máánèèvé gè tííyèè. | I would go, but I have to work. |
| e) Gò yèvé kè, máánèèvé gèlìí Dùkòò ló. | I would stay, but I have to go to Monrovia. |
| f) Gò dúláámí kè kòòzúvè yà wùlòzú. | I would eat, but my belly is rumbling. |

2. Make a list of 10 conditional sentences which you think you will find useful in speaking Lorma. Check them with your tutor for correctness then practice them.

2.5 Questions

In various lessons, you have been introduced to a variety of ways to ask questions. In this section, those types of questions are brought together and summarized.

A. Yes-No Questions

This kind of question can be asked either with a rising inflection at the end, or by the use of a question word at the end.

Elótótù wódóvé?

Your body is healthy?

Mókòlúí nēēvé, kēlēé?

The rice is sweet, no?

In answering negative questions in English, (e.g., "Aren't you going to town?") Americans generally ignore the negative and respond "no" if we are not and "yes" if we are. In Lorma, as in most Liberian languages, the negative is not ignored and the answer is a response to the correctness of the question.

Yēlē līizú táázù?

To answer yes...(ówē) would mean that you aren't, while to answer no (bà) would mean that you are.

B. Who, Whom, ǂé (ǂéi)

When asked about a person, whether subject (who) or other (whom) ǂé is always used:

ǂé yá èvāázù.

Who is coming?

è ǂé māmānì?

Whom did you thank?

è ǂé véténì?

Whom did you see?

è wóínì gāà ǂé?

Whom did you want?

Usually, however, the question word is placed at the beginning of the sentence followed by the emphatic marker (ka ~ ya). To mark what part of the sentence this question word is referring to, the pronoun representing that entity is returned.

<u>ḡ</u> yá è māmānì?	Whom did you thank? (hightone = it)
<u>ḡ</u> yá èwèlèni bá?	Whom did you see? (hightone = it)
<u>ḡ</u> yá è pētēnì?	Whom did you see? (hightone = it)
<u>ḡ</u> yá èwóinì là?	Whom did you want? (là = it)

C. Whose: ḡ

Whose is really a possessive pronoun, and so a whose question is constructed as a possessive.

<u>ḡ</u> nákoló yá é tévéemà?	Whose book is on the table?
<u>ḡ</u> nákwóí wóózágè?	Whose foot is the longest?

D. What: zéḡḡḡ, áḡ

What questions follow the same logic as who questions.

<u>zéḡḡḡ</u> yá élóónì?	What fell?
<u>è</u> zèḡḡḡ yéénì?	What did you do?
<u>zéḡḡḡ</u> yá è kéénì?	What did you do?
<u>è</u> wèlèni zèḡḡḡ yá?	What did you see?
<u>zéḡḡḡ</u> yá è wèlèni bá?	What did you see?
<u>è</u> zéḡḡḡ vètēnì?	What did you see?
<u>zéḡḡḡ</u> yá è pētēnì?	What did you see?
<u>è</u> wóinì gāà zéḡḡḡ?	What do you want?
<u>zéḡḡḡ</u> yá èwóinì là?	What do you want?

E. Which: zéḡḡḡ

zéḡḡḡ being an adjective follows an adjectival construction.

<u>kólózéḡḡḡ</u> yá é tévéemà?	Which book is on the table?
<u>kólózéḡḡḡ</u> yá èwóinì là?	Which book do you want?
<u>táázéḡḡḡ</u> yá gāà níí?	What town is this?

F. Where: mìn, mìně

(mìn) being a locative, follows the verb as do postpositions.

è lǐnǐ mìně?

Where did you go (there)?

Táwǒ zìyǐnǐ mìně?

Where is their friend from?

G. How much: díidě, líidě (how much X)

Díidě can be either the object of an equational sentence (first example) or can be used as an emphatic (next two examples) or used as an adjective (last example).

Sówǒi yà gǎa líidě?

How much is the price?

Díidě yà gǎa yàzòlǎitǐě?

How much is your merchandise?

Díidě yà ẽwǒinǐ nà?

How much do you want?

Máázàdíidě yà nà?

How many bananas are there?

H. When: vólóǎě

Vólóǎě, literally "what day" usually appears as the first word in the sentence.

Vólóǎě yǎlǐlǎ?

When will you go there?

Vólóǎě yàvǎa là?

When will you come?

I. Why: zẽǎě é kěě

Zẽǎě é kěě literally, "what did it do," precedes the main clause.

Zẽǎě é kěě yà kěě?

Why did you do it?

Zẽǎě é kěě yǎnimúlùgíí

Why did you pick the oranges?

yè kúló?

Zẽǎě é kěě yà vǎa?

Why did you come?

J. How: Vélézẽǎí

Vélézẽǎí, literally "what way" usually appears before the main clause.

Vélézẽǎí è kěě?

How do you do it?

2.6 Suggestions for Studying Questions

Using the following sentences, ask a question about each of the nouns.

- | | |
|---|--|
| 1. Zúnfí è mólóyézé vèní
màsáííyà òìná náíyá. | The man gave rice to the chief
yesterday. |
| 2. Déénúf lííńf gàà móló
yéézé mäsáííwò. | The woman carried the rice to the
chief. |
| 3. Kólóvéléwùbóííí è yèńí
nákólóí mààwólézù
nápéléíwù. | The student was reading a book in
his house. |
| 4. Názánùí yè vé tééwùtìè
wóózù péléwùlùvé yàlíízü
zàà. | The woman was feeding the chickens
in the yard today. |
| 5. Kééánúí é dípà vääní
góyáízü òìnáńáíyá. | The man killed a deer in the forest
yesterday. |

2.7 Health Questions

It is impossible to make a complete list of questions a health worker might want to ask a patient without writing a complete medical textbook in Lorma, something which the authors do not have the technical training to do anyway. Nevertheless it is possible to give a breakdown of the general types of questions that can be asked and with that, the health worker can develop others along the same lines.

An effort has been made here to make the questions close-ended, rather than open-ended so that the questioner, with limited experience in Lorma can narrow the range of response and thereby stand a better chance of comprehending the patient's answer.

There is a danger of such questions, and that is, the patient may feel compelled to answer yes to all questions. The questioner should therefore monitor the answers and ask some questions which should produce

a no answer. Usually, once the patient is aware that the questioner is after true information, the patient will begin to respond appropriately.

A. Health Questions:

Tábáí yà èyée?	Do you have pain?
Níííííííííí yà èyée?	Do you have toothache?
Kózó ká èyée?	Do you have cough?
Námáwózó ká èyée?	Do you have bloody cough?
Zíémázíé gá èyée?	Do you have nausea?
Kwádáyáñwálá gá èyée?	Do you have sore throat?
Kóózúñwáláí a èyée?	Do you have a belly ache?
Kózófóó a èyée?	Do you have dry cough?
Zíéwáláí a èyée?	Do you have diarrhea?
Kpíííííííííí a èyée?	Do you have fits, convulsions?
Núúbéíííí a èyée?	Do you have open mole?
Dówó a èyée?	Do you have skin spots?
X yà bà.	I have X.
X yà èlùíyá?	Do you have X?
Èwùngíí yà bèdézú?	Do you have a headache?
Èvìíèèvé?	Are you dizzy?
Èwùnpílegà?	Have you vomited?
Fángá yá èwòòzú?	Do you have gas?
Èwòòzú yà wùlòzú?	Do you have runny belly?
Èñámáíí wúúá?	Do you have bloody stools?
Èvùùlìgà yílé?	Have you ever fainted?
Èyàí yàlìá yílé?	Have you ever broken bones?
Èséyéléésìyà yílé?	Have you ever had an injection?
	Vaccination?
Móyíngíí wúlá èyée yílé?	Have you ever had measles?

(1a) Yà múkòlù mí?
Yà gúlúwùlùgíí mí?
Yà dábáí mí?
Yà káléí mí?

Do you eat rice?
Do you eat greens?
Do you eat meat?
Do you eat fish?

Often?

Once a week?

Twice a week?

Three times a week?

Four times a week?

Five times a week?

Six times a week?

Do you go to the bush?

Often?
Twice a day?
Three times a day?
Etc.?

Do you drink water?

Do you drink hot water (boiled)?

Do you drink (palm) wine?

Do you drink beer?

Do you drink cane juice?

Do you drink cigarettes?

Do you drink medicine?

Do you drink country medicine?

Often? (same as gùó)
Everyday?
Twice a day?
Three times a day?
Etc.?

C. Time Questions: Duration

(1) Táísébéé yá yilé nà èbóónì dè?

Táísébéé yá yilé nà èwiyenì dè?

Táísébéé yá yilé nà èzèèbé-sú là?

Táísébéé yá yilé nà évàà sálévélélà?

Táísébéé yá yilé nà è wunpilé dà?

Táísébéé yá yilé nà è kóo-géézù?

Táísébéé yá yilé nà é yalùgíí-vètè dá?

When was the last time you had a stool?

When was the last time you urinated?

Had your period?

When was the last time you came to the hospital?

When was the last time you vomited?

When was the last time you were pregnant?

When was the last time you menstruated?
(literally: see the man)

(2) è yèní yà ñìnà?

Fóló gílà èwúlású?

Dóó félé èwúlású?

Gàlú sáágò èwúlású?

Kónà náànì èwúlású?

Was it: Yesterday?

Was it: one day ago?

Was it: two weeks ago?

Was it: three months ago?

Was it: four years ago?

D. Family Background?

Yà nò è gàà nàzágìlágìí?

Yà gàà nàzáítìè tílí kàlè?

Tíízü bèèyáà è wòonú yà kée?

È yóó ká yilé?

Lépùí yà gàà yóó?

Tá gàà yóó gàà fámìlézü?

Yà gòò yóó?

Núú lǐǐdé yà gàà èvéléwù?

Tó lèè káyévélévā?

Are you the only wife?

Which number wife are you?

What work does your husband do?

Have you had twins?

Is the baby a twin?

Are there twins in the family?

Are you a twin?

How many people are there in your house?

Do you have a latrine?

Mìně yà yà yìèyíé zóó nà?
Yà zífé yìlì?
Lèpáitíé tá kóló ló?

Where do you get your water?
Do you boil your water?
Do the children wear shoes?

E. Baby Questions

Yà yà è yà dúúnyègíí nìlídíí?
Kóná díí yàlè yà lèpóí é kèè
ó yálú díídé?
Lèpóí yàvè yéé sàà tóó vè
gómétí màvéléséí?
Lèpóí è kéénì gàà kóná dììgàlè
òvèè zìèzú?
Lèpóí è zífé ní?
è bée lèpòì è kpólénì?
É wúúpílónì téí é kpólénì?
Lèpòì yà é ñíníbólé?
Zèbée yà tévé lèpóíwò?

Are you the baby's born mother?
How many years is the child, or how
many months?
Was the child born since the coup?
How old was the child when he started
to walk?
Did the baby ever walk?
What did the baby swallow?
Did the baby vomit after swallowing it?
Can the baby nurse?
What do you feed the baby?

F. Miscellaneous Questions

Yà ñlì gàà dábó é wúnba?
Dá wúnba lli gálè yáí yà
wúnjii lámáá?
Gáá wàlàvé yà yévùlèè nà gàà
kpákpá?
Yà lèvù gàà víké?
Tówáá èlàbà àníí yà wòzónà?
èwòòzú èlàbà àníí yà vóónì
bá?
Vèyàì là báázù?
Séébéíyówú èyèè.
Gèwóíni gàà èwèlè dágtaíva.
Gèwóíni gàà èvää sélé vé.lé.lá
è sálé zòò.
Sée yà wòlèséí gàà è vâlò?
Máànèèvé, é séeyèlèsù gàà

Do you sleep with a pillow?
How many do you use?
Does it hurt to breath deeply?
Are you short of breath?
Does it hurt when you cough?
Does your stomach hurt when you
touch it?
Does this hurt?
You have a bad disease.
We want you to see a doctor.
We want you to come to the hospital
for treatment.
It will take a long time to get well?
You must take an injection every day

fólónèpéyálú pùugó, káí
lósavá, yíé wùzù.

Máanèèvé, è sáléyaígílá sìyí
fóló nèpé.

Sáléyaí zìyí sávafólómà.

Súbùgílá, kpókóvólógílá,

kpídígílá.

Géwóiní gé è wóó skéké gàà à
gé gé yéví wéé.

Géwóiní gé è wíyégíí vètè.

Sénégíí zìyí èlìì là lúmúizù
è wíyézú èvää là.

Géwóí gé èbóí vètè. èbóítá
wólóláá nò dáyáizù èvää dá'ná-
gèsù vètè.

Ta tíligá áávìì. Táwáá bó
è lùivá gàà léévó gàà vèkè.

Tá lé púí là ná máálé nènè ó
láámì éyèsú dágtaí vètè Aníí
lépó gá lóómí ná, tówáá
zéébè.

Lépóí élé yágá nàáníí nú
lè fódò vè nàzéyá, élé yá
gàà nà?

here for 18 months.

You must take one pill every day.

Take three pills a day, one in the
morning, one in the afternoon and
one at night.

We want to determine your weight.
Stand on that.

We need to look at your urine. Take
this bottle in that room, urinate in
it and bring it back.

We want to look at your excrement.
Put a small amount of your excrement
on a leaf, wrap it up and bring it
for me to see.

This thing is called an I.V. It
will keep your child from being too
dry.

After surgery, the child cannot
eat until the doctor sees (him/her).
If the child eats he will get very
sick.

The child will not live unless
someone gives him some blood. Will
you give him some of your blood?

2.8 Cultural Note: Time

The notion of reckoning time according to the day-month-year system is unAfrican, at least historically speaking. This does not mean that the reckoning of time does not exist, only that it is reckoned differently using events in the community which are well remembered. Standard references for Liberia are Tubman's, Tolbert's time and since the coup. Yet more specific ones exist in every locality which can be used to determine

the year in which an event occurred and knowing the year, the month can usually be determined by finding out when in the agricultural calendar the event occurred.

Mothers in particular are not likely to forget the events surrounding the birth of their children, and, for this reason, the persistent health worker can usually get a very accurate assessment of a child's age.

To do this, however, will necessitate a careful investigation of the events in the area that are used to reference time. Such an investigation will not only help in the reckoning of time, but also deepen your knowledge of the Lorma culture.

3. SUGGESTIONS FOR LEARNER INITIATED STUDY

3.1 Sentence Practice

Some knowledge of health questions will be useful for anyone even those not engaged in health work. Record these sentences with your tutor, and practice them using the standard build up, until you are familiar with them.

3.2 Simulations

Practice the questions further by setting up a simulated hospital situation with your tutor. Take turns being the patient.

3.3 Dialog Writing

Practice writing several dialogs involving patients with different symptoms.

3.4 Cultural Events

Make a list of the cultural events by which time is reckoned during the last ten years.

3.5 Agricultural Chart

Draw a chart relating the agricultural, weather and cultural events of the year to the standard 'Julian' calendar.

3.6 Flash Card Drill

The following sequence of study procedures is based on a procedure developed by Margaret Miller:

1. Write the questions on flash cards, or some other suitable paper product; put the Lorma on one side and the English on the other.

2. First develop your recognition capacity for these sentences by having your tutor give you the spoken version while showing you the written version. Learner should respond by giving the meaning of the sentence in the standard build up discussed through out this book.
3. Repeat this drill with the learner not looking at the written version of the Lorma sentence.
4. Repeat this drill but have the learner write down the Lorma sentence rather than giving the English equivalent.
5. The tutor shows the written version of the sentence and has the learner say the sentence in Lorma. The tutor will help the learner with pronunciation at this point.
6. The tutor shows the learner the English translation and the learner should respond with the Lorma equivalent.

4. VOCABULARY

bíyá...beer

bó X-má...to tell X

dábóí...pillow

dáyáí...leaf

dévaí...breath

dípà...deer

dóí...wine

dówó...skin spots

èyèsu...until

èkésèvèyèlè...how

èma...to you

èḡamábó wúuá...Do you have bloody stools?

èviìbèvé...Are you dizzy?

èwòòzù yà wùlòzù...Do you have runny belly?

èwùḡíí yà bèdézù...Do you have a headache?

è X-vè yè lè...how (see text).

fāḡáí...gas

fètéí...you have to

ḡáí...bone

ḡáíyáíí...broken bone

ḡóyáí...forest

yáázáyá kéé...to ask questions

yàlòḡííyètè da...to menstruate (to see moon with it)

yìlè...ever

kéndúsá...cane juice (rum)

kóḡgèézù...to become pregnant

kóózúvé...belly

kóózúḡwáíí...bellyache

kózó...to cough

kózófòòí...dry cough

kóó...to feed (lopai wóó)

kóó...to know

kóóí...firewood

kpílibíí...fits, convulsions

kpólé...to swallow, drink

kwádáyāḡwáíí...sore throat

làázùvè...bed (resting place)

lìí dóbózù.. go to the bathroom (lit; bush)

lópóí...child

màázalé (sálé)...the aforementioned medicine)

māázólówó...to obtain, to get

māyēé...forbids

māzìí...kind, type

mìn...where

nyíḡíílabáí...toothache

nííkávéle...or the like

núúbéíí...open mole

ḡamāwózóí...bloody cough

ḡíḡíí...tooth

ḡínííbóle...nurse (drink breast)

sálé...medicine

sáleyáí...tablet

séébénu...sick person

séyéléésìyì...injection

sèḡéíí...bottle

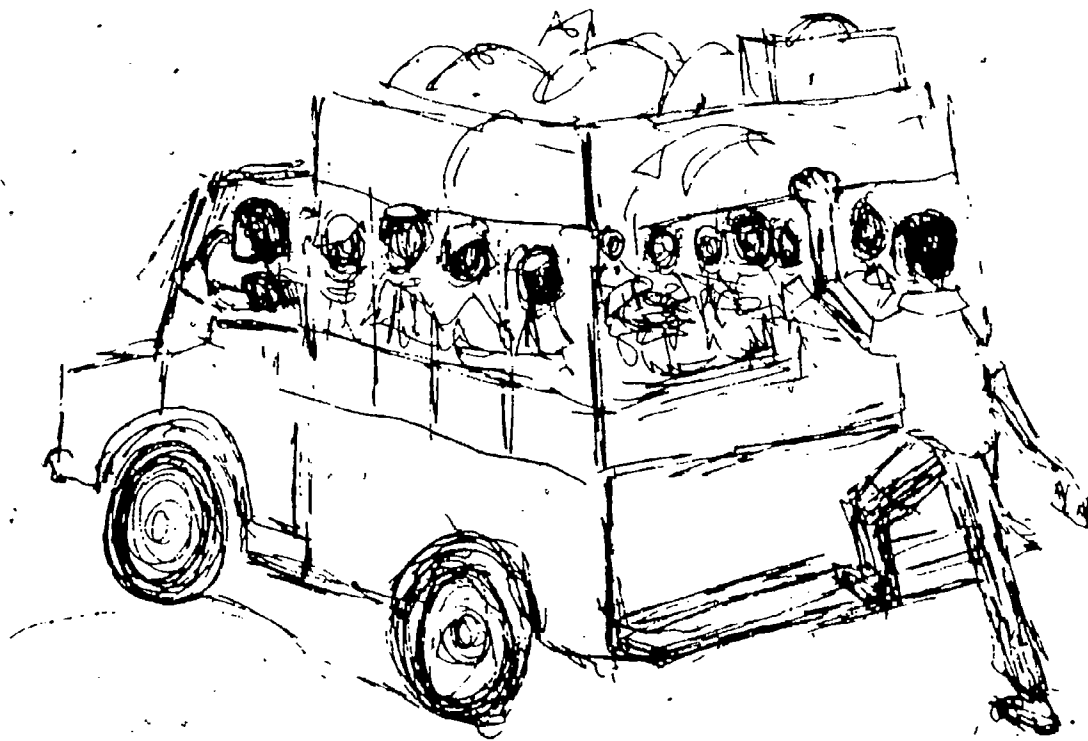
tábáí...pain
 tánísú...perhaps
 tēpētē...to greet
 tévé X-pó...to feed X (pass to it)
 tííkàà...finished
 tóó...to drop
 tódóí...they themselves

vélézēbēē...how, what way
 vē...place, where
 vīlē...to get lost
 vūlī...to faint

wēē...to know
 wīyē...to urinate
 wóitòsù...to listen to
 wūizōwēī...western doctor
 wūnpīlē...to vomit (throw head)

yàsààyà...then you
 yēetā...perhaps
 yīē...for you

zēbēē ē kēē...why did you
 zīē...to walk
 zīēbādīī...boiled H₂O
 zīēmāzīē...nausea
 zīēwālāī...diarrhea (big water)
 zīgàì...cigarettes
 zīyí...to take (also siyí)



1. TEXTS

1.1. Monolog: Mótéeziéwófai

Mótéeziéwófai yaa gaa faababà. Anii yaliizu siema, ya ye zii-
 zelésu eyesu eziti vé, eliizu nà. Anii yawulozu yeeta. Zozo yielii
 baanga, vele yaa maanee eleve da ovèe liizu. Mamawungii ya gaa ya
 yayaso betesu de yaveléla. Ya yee na kassini betezu, ya yigazie ya
 ewo gaa kassii mele ye lamani. Anii kassilamagè, mótéezièveaitie, ta
 kapatamaa wulo eya. Ya Kassii beté na, ya saa-yalii vé manee e motée
 maazolowo na evili su. Tanisu weléla gaa maavilaa. Nii zuwuluzu
 ya gaa maanèvé motée laave ovèe liizu. Motée lagavé na, wa saa
 walii vé ta benzin ziiyi nà. Bòovèlaalè benzin lè gé mótéezu, tèle lia.
 Wa benzin ziiyi nà, waliizu giiti la gaa té kwe numaitie té mótéeziéwófai
 anii wèe ya te zama so taa gaa taazei. Wa na ye nà, wa saa wa eliizu.
 Anii nu ta gaa mótéezu yievilé Salayii téi wa manui vilé nà.

Wà gè nà liizú àníí tìnévāāziēgiivè, wèlè láánōwō yà gāà tāmāā.
 Kè àníí vólóyēēvè, wāzēyēitīē tā nōwō gāà fiviligií. Yà zítí ná báāngā
 mótēēziēnūí yà wovilé nà tōwāā pásōngái yāāzāyā émōtēēvōōnēēvè. Àníí
 yai è gāà pásōngái, mótēēvōōnēē yāā lè nēnī wòlīnī èyā, è yā yè sàā
 wèlèzú gōigōí gāvelé yālévé dà è mótēēvōōnē lèvé mótēēziēnūíwō. Wà
 yè sàā nà mālāzāsāiwōsú, èyēsù, è mótēēvōōnēē lèvé kánūíwō.

Zòitìsbā té gāà évaitīē, tā tōdōí lèvé, té wogè ná, télíí. Àníí
 mánūinōwōvè gāà vííké, tā sàā tá vilé mōwūōvāā wulú. Àníí lè mótēēvōōnēē
 yāwòlīnī, mótēēziēnū yā yāyāsōí tā zīyí éyē zēemā éyēsú mótēēvōōnēē lèvé.
 Véle yāā nà núú yā lánōwōwōdā àníí yā liizú síēmā. Wóí évilé mótēē-
 zīewōfāívā tōwāā nà.

Breakdown: Mótééziéwófáí...Transportation

mótéé...car

ziéwó...traveling

fáí...business

1. Mótééziéwófáí yà gàà fáábábà.

Transportation is hard business.

fáábábà...hard business

2. Àníí yà liìzú síémá, yà yè zíízélésù èyèsù èzítí vé, è liìzú nà.

If you are traveling, you will worry and worry until you reach the place you are going.

àníí...if

síéma...on trip (walk)

zíízélé...to worry

èyèsù...until

zítí...to reach

vè...where

3. Àníí yà wùlòzú yéetà Zòzòó yìèlìí báàngà, vélé yàà máánéé èlévé dà òvèè liìzú.

If you are coming from Zorzor and going to Gbarnga, here is the way you should pass through before going.

yéetà...sometime, perhaps (goes with anii)

vélé...way

máánéé...it is best (you should)

lévé...pass (in this context: proceed)

òvèè...before

4. Mámàwùngíí yà gàà yà yààsó òtèsù dé yàvèlélà.

First, you are preparing your loads at home.

Mámàwùngíí...first

yàsó, kásóí...loads

dé...first (goes with mámàwùngíí)

5. Yà yèè ná kásóinì bètézù, yà yígázié yà ewó gàà kásóí mèlè yé lāmàniì.

After fixing your loads, you think that your own loads should not (cost) too much.

yígázié...to think

mèlè...should not

lāmàniì, tāmá...too much

6. Àníí kásóilāmàgé, mótèèziévéàitìè, tá kàpàtāmáá wùlò èyà.
If the loads are plentiful, the drivers will demand a lot of money from you.

lāmàgé...plentiful (stative)

mótèèziévéàitìè...car-travel-people-them = drivers

èyà...from you

7. Yà kásóí bèté ná, yà sàà yàliì vè mánèé è mótée mààzólówó ná èvili sù.
Having fixed the load, you now go where you can get a car, then you enter in it.

8. Tánisù wèlèliá gàà máávílàà.
Sometimes you will not go quickly.

tánisù...sometimes

wèlè liá...you will not go

gàà máávílàà...quickly (with quickness)

9. Nii zùwùlùzú yà gàà mánèvé mótée lààvé óvèè liizú.
This means that it is better to fill the car before going.

zùwùlùwú...means

mánèvé...it is better

lààvé...filled

10. Mótée làgàvé ná, wà sàà wàliì vè tá bènzin zìyì ná.
After the car is filled you first go where they get gas.

làgàvé...filled (same as lààvé)

bènzín...gas

sìyì, zìgì...draw

11. Bòòvèlàálè bēnzín lè gè mótéézù élé làà.
Because if gas is not in the car, it can't go.
12. Wà bēnzín zìyì nà, wà lìizú gíítí là gàà té kǔé númáítíé té mótéé
zìenúíyà àníí wéé yà té zámá, òò táà gàà táázéí.
After drawing gas, you go to the gate so that they can find out
the people who are traveling, whether they are strangers or citizens.
13. Wà nà yè nà, wà sàà wà, èlìizú.
After you are there, you now start going.
wà nà yè nà...after you are there
14. Àníí nú tá yàà mótéézù yíévílé Sàlàyìì téí wà mánúí vílé nà.
If a person who is in the car is getting down at Salayea, then you
will let that person down there.
yíévílé...stopping
15. Wà gè nà lìizú àníí tìnéváázìègìivè, wèlè láánówò yà gàà tàràà.
When you are going in the rainy season you will not suffer, too
much.
tíné...rain --
tìnéváá...rain business
zìègìivè...season
láánówò, dàánówò...suffer
16. Kè àníí vóloyéévè, wàzèyéítíè tá nówò gàà fívilìgìì.
But if it is the dry season, your clothes they will be dirty with dust.
vóloyéévè...dry-season
wàzèyéítíè...your clothes seye
nówò...dirty
fívilìgìì...dust --

17. Yà zítí ná ǵáàngà mótééziénúí yà wòvílé nà tówàà pásóngáí yààzàyà émótéévóónéévè.

After reaching Gbarnga, the driver will put you down he will ask the passengers for the fare.

zítí...to reach

ǵáàngà...Gbarnga

vílé, pílé...to put down

yààzàyà...to ask

vóónéé...fare

18. Àníí yàì è gàà pásóngáí, mótéévóónéé yàà lè gèní wòlíní èyà, è yà yè sàà wèlèzú góígóí, gàvélé yàlévé dà émótéévóóné lèvé mótééziénúíwò.
And if you who are the passenger, your car money is not enough, you will now be looking around for a way to manage to get money to give to the driver.

wòlì...correct, sufficient

wèlè...to look

góígóí...around

gàà...with (in this context: for)

yàlévé dà...you pass with it (manage to get)

19. Wà yè sàà nà mààlázásáí wòsú, èyèsù, è mótéévóónéé lèvé kánúíwò.

You are talking among yourselves (you and the driver) until you pass your fare to the driver.

mààlázásáí...among yourselves

wò, bo...to talk

kánúí...car-person

20. Zòìtièbà té gàà évàitié, tá tódóí lèvé, té wógè ná, télíí.

The others, they pay their own (fares) they leave you there and go.

zòìtièbà...the other

vàitié...fares, business

tódóí...own

gè...leave

21. Àníí mánúínòwòvé gàà vííké, tá sàà távílé m̀wúóv̀àà wúlú.
If a person is really dirty, they will then look for a bath.

mánúí...person

vííké...really

vílé...look

wúlú...behind (next)

m̀wúóv̀àà...bath business

22. Àníí lè m̀téeéwònnéé yàwòlìní, m̀téeézienu yà yàṣṣí tá zìyí éyè
zéemà éyèsu m̀téeéwònnéé lèwè.

If you didn't pay the fare, the driver will take your loads...and
keep them until you pay the carfare.

gàwòlì...pay it

éyè zéemà...it is in his hand

23. Vélé yàà nà núú yà lánwówòdá àníí yàlìizú síemà.

This is how someone suffers if you are going on a trip.

síemà...journey, on

24. Wóí évílé m̀téeéziéwófaíwá tówáá nà.

Words concerning transportation, they are there.

1.2 Dialog: è Gèéfóló nápéléílà wòóní?2. è Gèéfóló nápéléílà wòóní?

4. Ówé, nà vè.

7. Gàlévé yé lè gèlìì ná?

9. Ówè.

11. Mènè yà Zìzì Bágú nápéléílà?

1.

3. Nìì é tííyèèzú fííyanàvé?

5. Tóó ḡadiwíizù.

6. Nápéléí-yà Pískóitiè wúlúvè.

8. è gówéí wòóní ḡadiwúizài?10. Yàì ná ná, èyìì, ná wóówù vé
vèlè èvää.sàà Zìzì Bágú
nápéléílà.

12. Vää, gəlìì gàà yíé nà.

Breakdown: Do you know where Gayflor's house is?

1.
2. È Gèéfóló nàpéléílà wóóní?
Do you know where Gayflor's house is?
3. Nìi é tíiyèèzú fiiyànàvé?
That man who works on the campus?
4. Ówè nà vè.
That one, yes.
5. Tóó òàdìwíízù.
He is (lives) in the Bandi quarter.
6. Nápéléí yà Pískóitìè wúlúvè.
His house is next to the Peace Corps.
7. Gàlèvé yé lè gèlìì ná?
How do I get there?
8. È gówéí wóóní òàdìwíízàì?
You know that cottonwood tree in the Bandi quarter?
9. Ówè.
Yes.
10. Yàì ná ná, èyìì, ná wóowù vè
vèlè èvää sàà Zìzì Bágú nàpéléílà.
You go there, then you go down to Zebagu's house.
11. Mèné yà Zìzì Bágú nàpéléílà?
Where is Zizi Bague's house?
12. Vää, gèlìì gää yíé nà.
Come, I will take you there.

2. GRAMMAR, EXERCISES AND CULTURAL NOTES

2.1 Pronouns

Lorma has a staggering number of pronouns, enough to boggle the mind of anyone, yet they are not totally without sense. This section is intended to give you a deeper sense of the organization and logic of Lorma pronouns.

First of all, Lorma pronouns fall into five categories: (1) subject-tense pronouns, (2) possessive pronouns, (3) object pronouns, (4) positional pronoun objects and (5) other. These pronouns are given in tabular form below:

	TYPE	FIRST	SECOND	THIRD	FIRST*X	FIRST-N	SECOND	THIRD
SUBJECT TENSE	BASIC	gè	è	é	gé	dé	wò	té
	FUTURE	gà	yà	tówàà	gá	dá	wà	tá
	SHORT	gìè	yìè	yíé	gíé	díé	wìè	tíé
	HABITUAL	gò	ò	ó	gó	dó	wò	tó
	PROG.	gà	yà	tó	gá	dá	wà	tá
	NEGATIVE	gè	è	é	gé	dé	wè	té
POSSESSIVE	ALIENABLE	nà(nè)	yà(yè)	ná(nè)	gá	dá	wà	tá
	IN- "	'	è	'	gé	dé	wò	té
	OBJECT	'	è	'	gé	dé	wò	té
POSITIONAL	ga	zù	yè	là	gíé	díé	wìè	tíé
	POST-P.	'	è	'	gíé	díé	wìè	tíé
	Ø POS.		yè		gíé	díé	wìè	tíé
	zèyà	zèyà	èyà	zéyá	qéyá	déyá	wèyà	téá
	vè	zù	èvè	là	gé	jé	wò	té
OTHER	DEFINITE	nàì	yàì	náì	gáì(tìè)	dáì(tìè)	wàì(tìè)	táì(tìè)

PRONOUN SUMMARY: OBJECTS ON POST POSITION

TYPE	FIRST	SECOND	THIRD	FIRST*X	FIRST-N	SECOND	THIRD
su in	sù	èzù	sú	gézú	dézú	wòzù	tézú
ma on	mà	èmà	má	gé má	dé má	wò má	té má
be for	bè	èv è	b é	gév é	dév é	wò v è	tév é
po to	pò	èwò	pó	gévó	dévó	wòwò	tévó
zeya on hand	zèyà	èyà	zéyá	géyá	déyá	wèyà	téá

The purpose of the preceding chart is primarily for reference. That is, it can be used to look up any pronoun and identify its function. This chart, however, serves a second purpose; namely, that of showing the organization of pronouns. To help you see this organization, the following observations may be useful.

- 1) Most of the irregularity and the variation is found in the singular forms and there, in the first and third persons, but most especially the third. (This observation reflects a more general observation that high usage forms show the most variation in forms (note the English varieties of the verb "to be."))
- 2) Most of the pronouns maintain their initial consonant throughout the paradigm. (A paradigm is a set of parallel language forms). This is because these pronouns represent the coalescence of two different words, the first a pronoun and the second a particle (verb, postposition, etc.).
- 3) The two most basic pronoun sets appear to be the object set and the basic set, repeated below for comparison.

TYPE	FIRST	SECOND	THIRD	FIRST-X	FIRST-N	SECOND	THIRD
OBJECT		è		gé	dé	wò	té
BASIC	gè	è	é	gé	dé	wò	té

In fact, historically, these two sets are closely related, with the basic pronouns being derived from the object pronouns. Although it is not important to the learning of Lorma you may be interested in how this diversity came about.

- 4) Given the two basic forms, one can see how the others were formed. The future, for example, can be seen to be a contraction of the basic pronoun with some particle (quite possibly the emphatic marker ya or even va "to come" which often has a future meaning in West African languages. This contraction involves the loss of the consonant of one of the particles, and the vowel of the pronoun, e.g.,

Historic Development of the Future Pronouns

Pronoun	+	Particle	=	Future
gè		ya		gà
è		ya		èà = yà
è		ya		*éà
gé		ya		gá
dé		ya		dá
wò		ya		wà
té		ya		tá

*The pronoun tówàà is used instead.

- 5) The first and third person singular pronouns have been given as low and high tone respectively. Historically, these pronouns used to be syllabic nasal prefixes (ñ- and ń-) bearing the same tones. Through time, the nasals were lost, but the distinctive tone shifted over to the following word (verb or postposition). In alienable possession, the vestige of these nasals can still be seen, e.g.:

Historic Development

Pronoun	+	Particle	Possessive
n̄		*Ca	nà
è		Ca	èà = yà
n̄		Ca	ná
gé		Ca	gá
dé		Ca	dá
wò		Ca	wà
té		Ca	tá

*Since the particle is yet to be identified in historical research, its consonant cannot yet be established. Therefore, an uppercase C is used to denote the presence of a suspect consonant even though the value is unknown.

- 5) The use of most of these particles has already been discussed. The possessive pronouns were introduced in *Léssons IV* and *IX*, the postpositional pronouns in *Lesson V*, and the subject-tense pronouns in the lessons dealing with tense.

2.2 Verb Tenses

Because the verb tenses have been introduced individually and because they involve such a complicated array of pronouns and post-verbal particles, the various verb tenses of Lorma are summarized here.

Form versus Function. The description of the form of Lorma verbal constructions (that is, how they are put together) is quite a different thing from how they are used to convey meaning. Because of this, it is preferable to first present the various verbal forms, and then state how they are used.

2.3 Summary of the Verb Forms:

A) Constructions involving the basic pronoun set:
gè, è, é, gé, dé, wò, té.

1. Present/Infinitive

Negative

gè + Verb

gèlè + Verb

2. Perfect (recent past)

gè + Verb- $\begin{Bmatrix} \text{ga} \\ \text{a} \end{Bmatrix}$

gèlè + Verb- $\begin{Bmatrix} \text{ga} \\ \text{a} \end{Bmatrix}$

NOTE: While this is structurally a perfect-negative, it is more like a future negative in meaning.

3. Past (remote or far past)

gè Verb-ni

gèlè Verb-ni

4. Past Perfect

gèyèní Verb-ni

gèlè yèní Verb-ni

5. Past Progressive

gà yèní V- $\begin{Bmatrix} \text{su} \\ \text{zu} \end{Bmatrix}$

gèlè yèní Verb- $\begin{Bmatrix} \text{su} \\ \text{zu} \end{Bmatrix}$

B) Constructions involving the Progressive Pronoun set:

gà, yà, tó, gá, dá, wà, tá.

1. Present Progressive

gà Verb- $\begin{Bmatrix} \text{su} \\ \text{zu} \end{Bmatrix}$ ~~gà~~ Verb- $\begin{Bmatrix} \text{su} \\ \text{zu} \end{Bmatrix}$

2. Immediate Future

gà $\begin{Bmatrix} \text{lìizú} \\ \text{vääzú} \end{Bmatrix}$ Verbgàlè $\begin{Bmatrix} \text{lìizú} \\ \text{vääzú} \end{Bmatrix}$ Verb

C) Constructions involving the Future Pronoun Set:

gà, yà tówàà, gá, dá, wà, tá.

1. Future

gà Verb

SEE PERFECT NEGATIVE ABOVE

D) Constructions involving the short form:

gìè, yìè, yíé, gíé, díé, wíè, tíé.

gìè Verb

NO NEGATIVE

- E) Constructions involving the habitual/conditional form:
 gò, ò, ó, gó, dó, wò, tó

The Habitual/Conditional

gò Verb

- F) Constructions involving no Subject-Tense Pronouns:

1. Present Stative

Verb - $\begin{cases} -g\epsilon \\ -v\epsilon \end{cases}$

2. Past Stative

Verb - $\begin{cases} -ga \\ -a \end{cases}$ -yaa

Notes on Verbal Forms:

1. The bracketed pairs $\begin{cases} -su & -ga & -g\epsilon \\ -zu & -a & -v\epsilon \end{cases}$ are affixes which appear after strong-conditioning words (su, ga and g\epsilon) and weak-conditioning verbs (zu, a, and v\epsilon).
2. The only difference between the progressive pronoun set (2) and the future pronoun set (3) is in the third person singular.
3. The term "infinitive" is chosen because it means that the tense involved is open, without end, infinitive; that is, it is not specified. This form is frequently used as the second of two sentences in a series.
4. While the perfect negative is structurally a perfect form, its usage is more of a future negative, carrying the meaning of "can't" rather than "won't."

2.4 The Expression of Time

When expressing information about when an action takes place and relating it to other actions, most languages of the world have come up with a scheme much like the following.

Tense: This trichotomy can be pictorially expressed by the following time line:

PAST 'PRESENT' FUTURE
 _____→

In some languages, the past tense and the future tense may be broken up even further, as in the following illustration.

FAR PAST RECENT PAST PRESENT IMMEDIATE FUTURE FAR FUTURE
 _____→

2.5 Aspect

Lorma is claimed to be such a language, though an alternative interpretation is possible. This involves aspect. This notion refers to the aspect of the action: is it in progress? (i.e., progressive?) or has it been completed? (perfected, therefore the term perfect). Aspect is different from tense in that the time of the action is not expressed.

For the purposes of illustration, let the sequence XXX represent an action, then we can express the following:

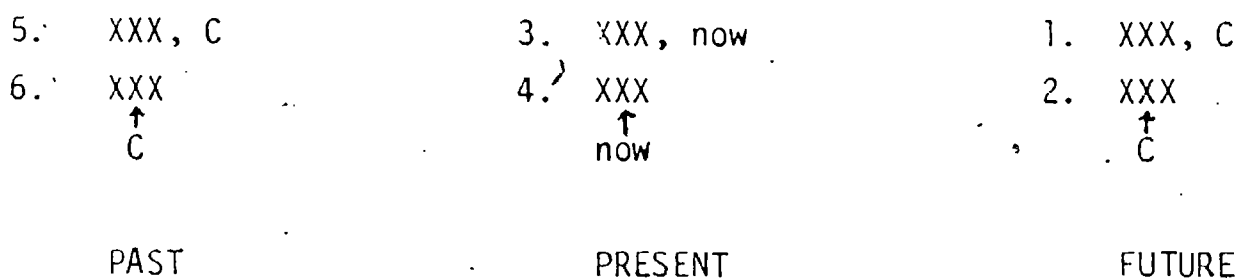
1. XXX is going on now.
2. XXX will take place.
3. XXX took place

3. XXX 1. XXX 2. XXX
 ↑ ↑ ↑
 PAST PRESENT FUTURE

With the exception of the present, aspect really requires a relationship with another sentence as the following sentences show.

- | | |
|---|---------------------|
| 1. When you come to my house I will have eaten. | Future Perfect |
| 2. When you come to my house I will be eating. | Future Progressive |
| 3. (now) I have eaten. | Present Perfect |
| 4. (now) I am eating. | Present Progressive |
| 5. When you came to my house I had eaten. | Past Perfect |
| 6. When you came to my house I was eating. | Past Progressive |

To represent these relationships graphically, let C represent the action of coming to my house.



If the C is to the right of the action, then the action was completed before C; if C is under the action then the action is taking place at the same time as C.

Given this perspective, it is easy to see the similarity in meaning in the terms recent past and present perfect.

When looked at this way, as tense plus aspect, the above tense aspect systems can be expressed as follows:

- | | |
|-------------------------|-----------------------------------|
| 1. Future Perfect: | |
| 2. Future Progressive: | |
| 3. Present Perfect: | ge Verb { -ga
-a } |
| 4. Present Progressive: | ge Verb { -su
-zu } or gi Verb |
| 5. Past Perfect: | ge yēnǐ Verb -ni |
| 6. Past Progressive: | ge yēnǐ Verb { -su
-zu } |

Tenseless Sentences:

There are a number of sentences in Lorma which can be said not to possess tense. These are the stative, the habitual and the infinitive.

As mentioned above, the infinitive is so called because the tense of the verb is undefined. This form will be discussed in later lessons.

The stative expresses the notion that something is in such and such a state.

2.6 Word List: Geography

gízìgì (n)...hill

kpète (n)...swamp

ziéwáláí (n)...river

néǵáí (n)...valley

dǒǒí (n)...bush

gízìgwáláí (n)...mountain

kpálágìí (n)...farm

ziávé (n)...waterside

2.7 Word List: Occupations

máságìí (n)...chief

kwímáságìí (n)...quarterhead

kólúnáinúí (n)...blacksmith

pólógìí (n)...porro

zádegìí (n)...sandy

káwóláí (n)...elder

zìí (n)...nation/tribe

2.8 Word List: Politics

máságìizèí (v)...to elect

siyí (v)...to choose

éle fáa wǒiní bà (v)...to be innocent

tòò gáa gáama (v)...to be right gáama = justice

éle gáa gáama (v)...to be wrong/guilty

té na fáa wóogìí boni (v)...to judge (to say someone's case)

faawoogìí...case

gìitìé, ǒyíemáí...liberty

3. SUGGESTIONS FOR LEARNER INITIATED STUDY

3.1 Directions

In large Kwii cities, the ability to give some directions on how to get from the post office to the national gallery of umbrellas can be a useful foreign language skill noting such things as street names and numbers and labeled monuments, etc. Locating something in a rural Liberian town (with the exception of Fisebu) however, is another matter. First, being an intimate society (one in which everybody knows everybody else), directions are generally given by locating known points of reference: the Bandi quarter, Folomo's house, the Lebanese shop, the parking station, the cottonwood, or the main road, etc. Generally, towns will be divided into quarters governed by a quarterhead. These, too, can serve as a point of reference.

Once you are installed in your community, you will want to get a feel for the location. One of the best ways to do this is to make a map. At first, it is advisable to begin with a crude map showing only the major points of interest. Then, as you become more acquainted with the town, you will want to add more detail, gradually adding the location of houses of people you know.

At this time you can also ask your tutor about the organization of the town. You may also ask him where various places are located.

3.2 Practicing Aspect

A) Ask your tutor to put the following sentences into Lorma for you to practice.

- 1) When you come to my house, I will have eaten (bathed, etc.).
- 2) When you come to my house, I will be eating.
- 3) I am eating.
- 4) I have eaten.
- 5) I ate.
- 6) I will eat.

- 7) When you came to my house, I had eaten.
 - 8) When you came to my house, I was eating.
 - 9) I eat.
 - 10) I used to eat only torborgie.
- B) Develop variations of the above sentences. If possible, pick sentences that will be of use to you in your daily work.
- C) Practice writing variations of the above tenses and check their meaning with your tutor.

WORD OF CAUTION:

ONE OF THE REALITIES OF A GRAMMATICAL STATEMENT IS THAT EXCEPTIONS ARE ALMOST INEVITABLE. THAT IS, IT IS NOT POSSIBLE TO ENCASE THE REALITY OF A LANGUAGE IN TIGHT LITTLE BOXES. THE EXCEPTIONS ARE VARIED AND NUMEROUS. THE REAL ADVANTAGE OF THE ABOVE DRILLS IS TO HELP YOU SEE HOW TIME RELATIONS ARE EXPRESSED WHEN APPLIED TO SPECIFIC EVENTS. IN THIS LIGHT YOU WILL NOTE THAT THE GENERALIZATIONS GIVEN IN THE GRAMMATICAL SECTION SHOULD ONLY BE SEEN AS AN AID TO LEARNING (GUIDELINES IF YOU WILL) RATHER THAN THE COMPLETE TRUTH ABOUT LORMA VERB TENSES.

3.3 Vocabulary Study

The word sets concern geographic terms and political terms. Study them in the following way:

- A) For each item, write down three different sentences with the help of your tutor.
- B) Learn to recognize the sentence and the word as your tutor reads them to you.
- C) Practice the sentences until you can say them perfectly.

3.4 Composition

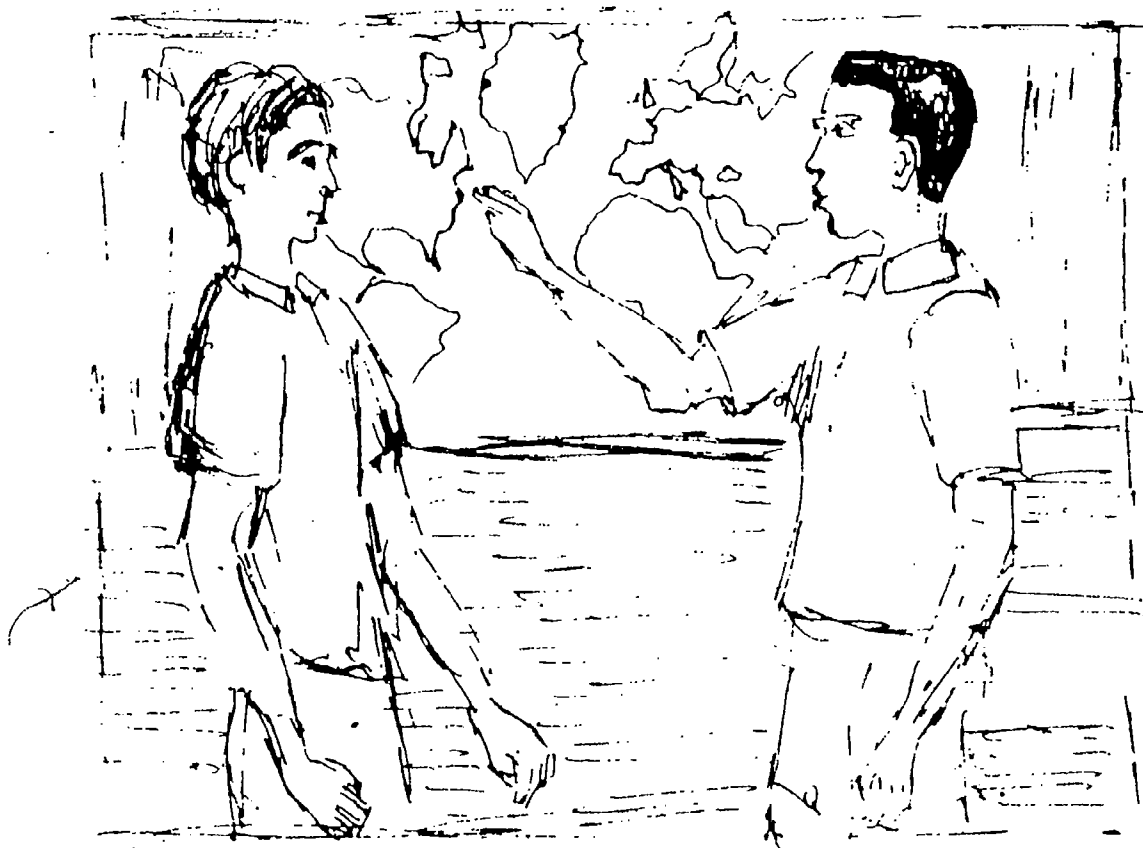
Using the new words in the above list, write a composition about
(1) Liberian geography, and (2) local political organizations.

4. VOCABULARY

báí...fare	mélé...should not
benzín...gasoline	mótèèzìévéáitìè...drivers (car-travel-people)
bòòvèláálè...because	mótéí...car
bóyemáí...liberty	mówúvää...bath (business)
dáánówò...to suffer	nébáí...valley
dé...first (goes with mama wuugii)	núfááwóogìì bó...judge (to say someone's case)
fáawòogìì...case	ḡíítìè...liberty
fííyà...campus	pólógíí...porro
fívilìgìì...dust	síé...to walk, travel
gáamàí...justice	síégììvè...season
gówéí...cottonwood tree	síéwó...traveling
gízìgìì...hill	síyí...to choose
gízìgwáláí...mountain	táázéí...citizens
góígóí...around	támaní...to much (see tamaa)
yààzàyà...ask	tíné...rain
yìgázié...think	tòò gàa gáamà...to be right (stand with truth)
kánui...driver (car-person)	vííké...really
kásó...loads, baggage	vólóvéé...dry season
kólúnàìnùì...blacksmith	vónéévé...fare
kpètè...swamp	wíí...quarter
kpètè...to arrange (loads)	wólí...correct, sufficient
kwimàsàgìì...quarterhead	yíévilé...to stop, get down (from a car)
làgàvé...filled (stative)	
làgà...to fill	
màalázasáí...among yourselves	
mánúí...person	
másàgììzèì...elect	

zádégíí...sand
 zámáí...strangers (foreigners)
 (e ʔe) zéémà...in his hand (keep)
 zíávè...water side
 zícwáláí...river
 zíí...nation, tribe
 zíízélé...to worry
 zóítíéba...the others
 zùwùlùzú...means

LESSON XVI



1. TEXTS

1.1 Monolog: Gáázáké èvélé Wùitààazùvà.

- 1) Q: Pélézèbée yà nú yà lèvé dè élii Wùitààazù?
A: Níi à ké èlii féní nàvólólámáa yè èyà.
- 2) Q: Yèi ná Wùitààazù zèbée yà pètè?
A: Yèi ná Wùitààazù, yà nènìlámáa vètè.
- 3) Q: Yà pètè nà, zèbée yèwóinì è kée?
A: Yà faálámáa yèè. Yàlii èsièzié gáa yàwói.
Yàlii pítèvéléiwù. Yà bóí yà wóivàgòitìèwò.
- 4) Q: Nùlìidé yà é Wùitààazù síégìinìizù?
A: Mìlìonnúwúfélegò káilòolugò gáa.
- 5) Q: Bée gáa eyení gáa gómèntínùwalamawungii.
A: Gómèntínùwáláí nádaázíégìí yèní Zózó Wósintón.

- 6) Q: Wùitààazùyúí yàwèyèsù lǐidè?
A: Nà zùí yàwèvé sú gàà zéélóólúgò.
- 7) Q: Písíkóííínùì wùlòzú yàà gàà zéèè?
A: Táà gàà Wùitààazùvèà. Táà gàà núí, té bósú gàà Làbííá bété gàà págò.
- 8) Q: Zèbèé é kée téyèní Wùitààazùmà bósúyùì?
A: ǒvèè yèsú gà bósúyùù, té yáá wéé sú gàà pèlèpèlè.
- 9) Q: Zèbèé gáá góméntínùmáwùngíí e kénì gá kpóbáí téí éyèní kpókpógí yà?
A: Éyèní gàà sódási, é Wùitààazùì yèní bósyéémá.
- 10) Q: Tá nùmáwúngíínààtìè, tá lé mázùì lǐlígà lèè?
A: Wùimáwúngííitìè tá tǐlǐ gàà píligàm kè nùmáawúngííitìè tá tǐlǐ gàà "Indian."
- 11) Q: Dǐidè gáà è gáá góodè dè nàvòlói, sìèzìyì Làbííá òlǐì Wùitààazù?
A: Zàavòlóiimà, tó sàà gàà táwúsúgílá.
- 12) Q: ǵázánú yàà èvè Wùitààazù?
A: Ówè, ǵázánú gàà bè ná. OR Bá, ǵázánú lè bè ná.
- 13) Q: Póónù yà èvè Wùitààazù?
A: Ówè, Póónù yà èvè nà Wùitààazù. OR Bá, póónù yè lè bè nà Wùitààazùì.
- 14) Q: Zèbèé é kée Wùitààazù bógá Lóósòò télé nà?
A: Té félegòpé, téwóinì té Zúí zìyì.
- 15) Q: Zèbèé è kè èwóinì è fááwéé évilé Lòmàgòòvà?
A: Zèbèé lópòwòlòì wóinì é fááwéé évilé zǐíwóivà?
- 16) Q: Zǐíwóó zèbèè yà bó Lǐbǐíáyúízù?
A: Gèlè tá nèpé kóóní, māmáwúngíí yà.
- 17) Q: Zèbèé é kè Làbííá bógá Wùitààazù té nèè?
A: ǒvèlǎálé mánéèvè téwóigàyìì.
- 18) Q: Zǐíwóó lǐíkàlè gáà é Wùitààazù?
A: Nùulámáá é Bósúwóí wóónì nò kè tánígáá táazù té zèiwóó-báláá bó.

19) Q: Lõmàgòí yà b̃ é yìè yálée?

A: Aníí gá Lõmàgòí mēní nā, gá Lõmàíáí yāyāá.

20) Q: - Yà Lõmàdàazeígíí yà gāà zìb̃èè?

A: Nàdõmàdàazeígíí yà gāà Gēevòlò.

Breakdown: Questions Concerning America

- 1) Q: What way does a person pass to reach the USA?
A: To go there you must have much money.
- 2) Q: What things will you see in America?
A: You see many things there.
- 3) Q: You see things (but) what would you want to do?
A: You can do many things. You can go for a walk with your friend. You can go to the movies. You can talk with your friends.
- 4) Q: How many people live in America?
A: Two hundred and fifty million people.
- 5) Q: Who was the first head of government?
A: The head of government's name was George Washington.
- 6) Q: How many states is America divided into?
A: It is divided into fifty states.
- 7) Q: What sort of a thing is Peace Corps?
A: They are Americans who have come to help develop Liberia.
- 8) Q: What happened to make America united?
A: Before it was united it was divided. Therefore, they united it.
- 9) Q: What did the first head of state do when he was in office?
A: He was a soldier, he freed the United States.
- 10) Q: What were the first people called?
A: The first Kwii people were called Pilgrims, the first people were called Indians.
- 11) Q: How much money does it cost to go to America from Liberia?
A: At today's prices, it costs one thousand dollars.
- 12) Q: Do you have a wife in America?
A: Yes, my wife is there. OR No, I don't have a wife.
- 13) Q: Do you have a husband in America?
A: Yes. My husband is in America. OR No, I don't have a husband.

- 14) Q: What causes America and Russia not to like each other?
A: Both of them want to control the world.
- 15) Q: What is the reason you want to learn things concerning the Lorma language?
A: Why does a child want to learn things pertaining to his people?
- 16) Q: What Liberian languages do you speak?
A: I don't know any, this is the first.
- 17) Q: Why are Liberia and America friends?
A: Because it is good to have friends.
- 18) Q: How many languages are spoken in America?
A: Most people speak the English language, but in some places, other languages are spoken.
- 19) Q: How will the Lorma language help you?
A: If I hear Lorma, I will understand Lorma affairs.
- 20) Q: What is your Lorma name?
A: My Lorma name is Gayflor.

2. GRAMMAR, EXERCISES AND CULTURAL NOTES

2.1 Emphasis

In most languages, there is a device to emphasize or "highlight" one of the items in the sentence. For example, in English any noun can be highlighted by saying it louder than the others. In the following examples, the capitalized word is the one that is said louder.

- A1) The man gave the rice to the woman in the market today.
- A2) THE MAN gave the rice to the woman in the market today.
- A3) The man gave THE RICE to the woman in the market today.
- A4) The man gave the rice to THE WOMAN in the market today.
- A5) The man gave the rice to the woman in THE MARKET today.
- A6) The man gave the rice to the woman in the market TODAY.

More commonly, however, languages achieve emphasis by placing the word to be emphasized at the front of the sentence. Since the subject is normally in this position, the subject, as one would expect, receives the emphasis in a normal sentence. Thus, (A1) and (A2) above are very similar in meaning.

Different languages will find different ways of placing the subject at the head of the sentence. English and French, for example, use an "It is X that..." construction as follows:

- B1) It is the man who gave the rice to the woman in the market today.
- B2) It is the rice that the man gave to the woman in the market today.
- B3) It is to the woman that the man gave the rice in the market today.
- B4) It is in the market that the man gave the rice to the woman today.
- B5) It is today that the man gave the rice to the woman in the market.

It should also be pointed out that the passive voice is another way of emphasizing the object as the following pairs show.

- C1) The man gave the rice to the woman.
- C2) The rice was given by the man to the woman.

Lorma does not have a passive and does not use an "It is X that..." construction for emphasis. Rather, Lorma uses an X ka + sentence construction. (Note sometimes ka, or its weak form ya is written with a long vowel (kaa or yaa.) In addition, rather than deleting the noun from the original sentence, the Lorma replaces it with a pronoun (underlined in the following examples). Thus, the form of Lorma emphatics, parallel to the above English emphatics, are given in D below.

- D1) Zúnúí mólóí vèèní ǵázánúí yà záyáízü zàà.
- D2) Zúnúí yà, é mólóí vèèní ǵázánúí yà záyáízü zàà.
- D3) Mólóí yà, zúnúí féèní ǵázánúí yà záyáízü zàà.
- D4) ǵázánúí yà, zúnúí mólóí vèèní zèyà záyáízü zàà.
- D5) Záyáízü yà, zúnúí mólóí vèèní ǵázánúí yà zàà.
- D6) Zàá yà, zúnúí mólóí vèèní ǵázánúí yà záyáízü.

2.2 Suggestions for Practicing the Emphatic Construction

- A) The following sentences are given in their normal, nonemphatic form. Practice forming the emphatic by first taking the subjects of these sentences, then the objects and so forth. Remember, it is better for recognition to precede production. This means that you should have your tutor read the emphasized sentences on the preceding page (and the ones below) until you get a feel for the way things are going, then you should practice producing them.

- 1) Tíseí é kólóvéléwúbóííí vètèní záyáízü zàà.
- 2) Dóííí é wélèní sèébènúííà sálévéléízü.
- 3) ǵázánúí é sáyéí wùòní péléííà.
- 4) Yèwóííà gè mókòlùí mìní nà lùmúízü.
- 5) Zúnúííí té péléí lòníí dóbóízü ǵínà.
- 6) Núí wóííí gàà lódíé.
- 7) Núí é gúlíí lèvèní gàà kpéléííí.
- 8) Káléwúlónúí kálé wúlóní zíéwáláíwù ǵínà.
- 9) ǵázánúí é káléwópúí yèyèàní sápgíízü.
- 10) Súmóyé éííííí ǵáàngà ǵínà.

- B) With the help of your tutor, write additional sentences and practice emphasizing the different nouns in the same way.
- C) In addition, even adverbs can be emphasized, as the following example illustrates.

é pēléí lòoní gàà págò. - He built his house well.
é kéénì gàà págò yà, é
 pēléí lòoní.

The emphatic marker yà also appears as ka when following strong conditioning nouns.

Másá kà, é pētēnì zāyáizù It was the chief he saw in the
 zāā. market today.

It is quite likely the original meaning of ka ~ ga was 'to see'. That is, the above sentence could have at one time been interpreted as "Look at the chief, the man saw him the market."

The form kà ~ gà no longer has such a meaning, and should at this time be considered an emphatic marker.

2.3 Vocabulary: Mental Acts

Set 1

kóó...to know
 gaágàà...to understand
 gààyeé...to remember
 zèemá...to forget
 fáí...news
 gānàwò...to prove
 wóí...interesting (same as
 like)
 gāamàè...fact; truth

Set 2

yúgààziè...to guess
 yúgààzièmà...to conclude; decide
 givíligà...to doubt
 dáávégá...to believe
 bógà X-ma gàà Y...to promise X that Y
 bó gàà Y-daa...to confess Y's name

2.4 Vocabulary: Professions

Set 1

kpálágànúí...farmer
 sàpìsùnùí...shopkeeper
 mākítìzììṣàzànúí...market
 woman
 gòmèntìlìyèènúí...govern-
 ment worker
 sálélìyèènúí...nurse
 māsàgìì...mayor/chief
 kólúṣàínùí...blacksmith
 dúsóí...hunter

Set 2

káléwúlónùí...fisherman
 káábóìgìí...carboy
 káázìénúí...driver
 sódàsìì...soldier
 pódìlòónùí...merchant
 Gálágóówónùí...preacher
 dógítáí, zówéí, zówó...doctor

3. SUGGESTIONS FOR LEARNER INITIATED STUDY

3.1 Learning Vocabulary

Using the vocabulary introduced in the grammar section, construct three sentences for each one. Try to vary the verbs which you use. Check your sentences with your tutor for correctness. Then practice saying them.

3.2 Composition

Write a composition (20 sentences) on the things that Americans like to do.

3.3 Translation Drill

Write out in an English paragraph (10 sentences) concerning a topic that you would like to say in Lorma. Read them to your tutor to translate. Tape these, and play them again for comprehension. Then ask for any clarifications that you need. Then write the sentences down (dictation exercise) and finally practice saying them before your tutor for correction.

3.4 Emphatic Search

While reviewing the texts that you have had, look for examples of the emphatic sentences. Try to find two examples each of the following:

Subject Emphasis

1. _____
2. _____

Direct Object Emphasis

1. _____
2. _____

Indirect Object Emphasis

1. _____
2. _____

4. VOCABULARY

•bógà X-mà gaa Y...to promise X
that Y

bósuwói...English

bósuyùì...United States

báyé...to free

daavegá...to believe

dúsói...hunter

gaâyàà...to understand

gaamáì...truth

gaàmawò...to prove

gaâyè...to remember

galagóowónùì...preacher

gìvìlìgà...to doubt

gómèntìlìyèènúí...government
worker

gómèntìnùwálámawúngíí...first
president (government-person-
big-first)

yálée...how

yugààzìè...to guess

yugààzìèmà...to conclude, decide

káábóígíì...carboy

káázìénúí...driver

kpálágànúí...farmer

Lóssòò...Russia

lópówòlòì...child

mákitìzììgàzànúí...market woman

návóloí...money

názánúí...wife

nèè...be friends (sweet)

númaawúngíí...first people

pódilóónùì...merchant

póonù...husband

sápìsúnúí...shop keeper

şíéziè...go for a walk

sálélìyèènúí...nurse

sódási...soldier

táwúsú...thousand

wóí...interesting

Wùitàazùyúí...United States

zèemà...to forget

zìíwóóí...clan/tribal language

zówéí, zówó...doctor (country)

LESSON XVII



1. TEXTS

1.1 Monolog: Kóódésalébetèvái

Àníí yá gà séebénu, yá vaa lè wóinì òlìí sálévalàlè yalìí kóódésalé
 bètèvèaitiè pò gàà té sálé bètè èvalò. Kóódésaléimavaa wulová nò èyè
 wùisàlèvaayavàlè. Dé kóónì gàà séebé è wùigìitiè zéyá mazií nò è
 kóódègìitiè zéyá. Nà wulú, séebémazii lãmaagè zúiwòlòkòlómá bógò pà.
 Séebétiè gè kóónì gàà tówàà bóigélá kè mazaléi géeyà. Tóò gàà nìi:
 kóólévilei, dótózulábà, wuntábà, kálakùì, kúúzúwulò, kúúzúvè, gáázulábà,
 palázéébé, évéè wùnpilíbà. Nìitiè yáá tá bóigélá bòò gàà tamáá. Kè
 gà faatà wósù évilé vélévà séebéniitiè tá nú zòò dà évéè vélévà tá nú
 abálà. Mámawungíi gèwóinì gè faatà wó évilé bà tóò gàà kúúzúwulò.

kúúwúló òvèè nú sòòsú, tówàà tó zèi gaa èwùùzúvèè. Kà ná òyè èyèè, tówàà wúló zìénìi màzìinìzù è kpólèzù. Zìézákpáí táyánà, àníí nú yá kpólé nà, é wòòzú yàà wúlò. Nàyàyénà, àníí sálévélè lè ewòbá yàlìi kòòdézòwòitìèwòòvè gaa té sálé bété évè évàlò.

Félékèlè yàà gaa kóólévìlè. Kóólévìlèí yàà nú zòògà àníí sísìlìgìí yàà wùzú pèlénìiwú ènìizúbù, kóólévìlè yàà è zòò nò gaa yèè nàpè. Sísìlìgìí táyánà, tá tìlì gaa "ànfìlìiizìsìlìgìi." Tówàávàà gaa kóólévìlèí, tówàávàà là gaa àníí á èbòlénà, tówàà ávàà gaa kóólévìlè.

Séébesáwàkèlè yàà gaa pàlái. Pálázéébé yàà nú zòò yéètà gaa kpéléyáí yàà nú sàyà nà. Kpéléyáí lè yè gaa láànì, òò nú zàyà kèní àníí yà tìiyèèzúlà. Ná yá á kè é nú zàyà. Àníí yà tìiyèèzú gaa kpéléyáí éyèsù é zàyà tówàà ávàà gaa pálázéébé. Kòòdèsálébéévéitìèvá, tá zòò té tuúfé wúló té kízìi, té pèévàvái yà gaa kòòvàmá gaa évàlò. Tóò yè té nàà yè, àníí pàlá, wúndìivè, tá dè tá duúlú gaa zìébadìi. Zìébadìi- níí yàà á kè nàmaìzù lèvé é kè pàlái zùwòigè zàà.

Vélé yàà nàà, kòòdégìitìè tá sáléí bété là.

Breakdown: Kóódésalébàtèvaí...Making Country Medicine

1. Ànii yá gà séebénu, yá vaa lè wóinì òlìì sálévàlèlà yàlìì kóódésalé-
bàtèvéaitiè pò gàà té salé bātè èvālò.

If you are a sick person, and you do not want to go to the hospital,
you will go to the country medicine makers who will make medicine
to heal you.

séebénu...sick person

kóódé...country

salé...medicine

bātè...make (from kpēté)

vèá...from bea...people

pò...to

vālò, báló...get well

2. Kóódésaléimaváá wúlóvé nó èyèè wùisàlèvááyavàlè.

Country medicine is just like the Kwi medicine.

maváá...business (from faa)

wúlóvé nó...be the same as

vááyavàlè...business

3. Dé kóónì gàà séebé è wùigìitìè zéyá mázíí nó è kóódègìitìè zéyá.

We know the sickness that the Kwi people have, is the same kind
that the country people have.

kóó...to know

zéyá...have

mázíí...kind

nó...one, only

4. Ná wulu, séebé mázíí lāmāgè zúíwòlòkòlómá bógò pé.

Now, there are many different kinds of sickness all around everywhere.

wulu...

wòlòkòlómá...around

bógò pé...and all

5. Séeβetie ge kōōni gāā tōwāā boigela kē mazalei geeya.
Sicknesses (diseases) I know, they can affect us, and the medicine we have.

boigela...effect us
mazalei...medicine
geeya...we have (literally in our hand)

6. Tōō gāā nii: Kōōlevilei, dōōzulabā, wuntabā, kalakui, kūzūwulō, kūzūvē, gāazulabā, palāzeeβe ēvēs wūnpilībā.
It is this: malaria (fever) body pain, headache, stomach pain, diarrhea, menstrual pains, eye pain, wounds and vomiting.

kōōlevilei...malaria, fever
dōōzulabā...body pain taba = pain
wuntabā...head ache
kalakui...stomach pain
kūzūwulō...runny belly
kūzūvē...menstrual cramps
gāazulabā...eye pain
palai...wound
wūnpili...vomiting

7. Niitiē yāā tā boigela bōō gāā tāmāā.
These are the ones that can affect you very much.

8. Kē gā fāātā wōsū ēvilē vēlēvā sēēbēniitiē tā nū zōō dā ēvēs vēlēvā tā nū lābālā.

I will talk about how people catch them before how they hurt people.

fāātā...matter
wōsū...talk
ē vilē X-bā...concerning
vēlē...how
zōō...catch

9. Māmawūngīī gēwōīnī gē fāātā wō ēvilēbā tōō gāā kūzūwulō.
The first that I want to talk about is diarrhea.
māmawūngīī...the first

10. Kúúzúwúlóí òvèè nú sòòsú, tówàà tó zèi gàà-èwùùzúvèvèè.
Before diarrhea can really catch a person, it will begin with
stomach pains.
òvèè...before
11. Kè ná òyè èyèè, tówàà wúló zíànìì, màzínizù è kpólézù.
Before that, it will come from the water, the kind that you drink.
kè ná òyè èyèè...before that happens
wúló...come from
kpólé...drink
12. Zíézákpaí, táyáná, àníí nú yá kpólé ná, è wòòzú yàà wúlò.
River water, if a person drinks there, his stomach will run.
zíézákpaí...river (running) water
wòòzú...stomach
wúlò...run kulo...come out
zákpaí...to run, move
13. Nàyàyèná, àníí sálévélé lè èwòbá yàlíí kòòdézówóitíèwòvè gàà té
sálé bété èvè évàlò.
Then, if a hospital is not near, you will go to the country doctors
so that they can make medicine for you to get well.
wòbá...near
wòvè...place
évè...for you
14. Félékèlé yàà gàà kóólévìlè.
The second item is fever (malaria).
15. Kóólévìléí yàà nú zòògà àníí sísíligíí yàà wùzú pèlénìiwú ènìizúbù,
kóólévìlé yàà è zòò, nò gá yèè nèpè.
Fever catches people when mosquitoes come in our house while you
are sleeping, (but) the fever can catch you any time.
sísíligíí...mosquito
nìì...marks relative clause
nìizúbù...sleeping (in)

16. Sísìlìgíí táyànà, tá tìlì gáa "ànófìlìyìzìsìlìgìì."
 These mosquitoes are called anopheles mosquitoes.
 táyànà.....sentence connector = then (usually)
 tìlì...call it

17. Tówááiváa gáa kóólévíléi, tówáaváa là gáa àníí á èbòlénà, tówáá ávää gáa kóólévílé.
 It brings malaria, if when it comes, it sucks you, it will bring malaria.
 bòlé...drink, suck
 vää gáa X...bring

18. Séebéşawakèlé yàa gáa palái.
 The third sickness is the wound.

19. Pálazéébé yàa nú zòò yéetà gáa kpéleyái yàa nú sàya nà.
 A wound catches people when they are cutting with a cutlass..
 kpéleyái...cutlass
 yéetà...time (when)
 sàya...cut

20. Kpélayái lè yè gà láani, ɔɔ nú zàya kèní àníí yà tííyèézúlà.
 A cutlass does not cut some by lying down, but if you are doing work with it, then someone can get cut.
 láani...lying down
 tííyèè...do work

21. Ná yá á ké é nú zàya.
 This when it can cut someone.
 ná yá...that is when, why

22. Àníí yà tííyèézu gáa kpéleyái éyèsù é zàya tówáá ávää gáa pálazéébé.
 If you are working with a cutlass until (it) cuts you, it will give you a wound.
 éyèsù...until

23. Kòdèsalébi véitìvâ, tá zóó té tuúfé wúló té kízíí, té p-í-vàvâlái
yà gâà k-í-yàamâ gâà é vâlò.

For country doctors, they are able to pick a leaf and rub it and
put it on your wound in order for you to get well.

tuúfé...leaf

24. Tóó yè té nàà yéé, áníí pálá, wúndííwè, tá dè tá dúúlú gâà zíí-bádíí.
Before they do that, if your wound is fresh, they first splash it
with hot water.

tóó yè té nàà yéé...before they do that

wúndíí...fresh

dè...first

dúúlú...to hit, splash

zíí...water zíí-bádíí...hot water

25. Zíí-bádííííí yàà à ké gâamáizù lévé é ké páláí zùwóígè zàà.

This hot water makes the blood to stop and makes the wound to heal now.

gâamá...blood

lévé...from teve...stop, cut

zùwóí...heal

26. Véle yáà nàà, kóódégíítíí tá sáléí bèté là.

This is how the country (people) they make medicine.

vélé...way, how

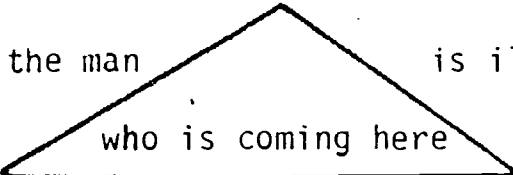
2. GRAMMAR, EXERCISES AND CULTURAL NOTES

2.1 Relative Clauses

Relative clauses are sentences which are used to provide more detail about a noun in another sentence, whether subject, object or object of a prepositional. Below are some examples from English in which the relative clauses are underlined, and in which the relative pronoun is underlined twice.

1. Subject: The man who is coming here is ill.
 The man whom you know is ill.
2. Object: I like the man who is coming here.
 I like the man whom you know.
3. Indirect
 Object: Give it to the man who is coming here.
 Give it to the man whom you know.
4. Object of
 Prep.: I am going to the town that has a lake.
 I am going to the town that you know.

The English relative clause is inserted directly following the noun which it modifies and thereby can interrupt the flow of the main clause.

main clause: the man is ill.
 relative clause: 
 who is coming here

Because the relative clause is in a sense below the main clause it is called subordinate, or embedded.

As opposed to subordination, Lorma modifications also use coordination (sentences on the same level). For example the sentence in (1) above can be expressed as a coordinate sentence (e.g. below).

The man is coming here; the man is ill.

While these sentences have clear relative meanings in Lorma, they are structurally coordinate and for this reason, in the following discussion they are called "pseudorelatives" or false relatives.

2.2 Pseudorelative Clauses

The problem is that these sentences as they stand will put an entire sentence before the verb, as part of the object, something which is not good form. For example:

Gè zúnúiníí é mólóí yéyàni I saw the man who bought the rice.
vètèni.

There are two ways to make this sentence acceptable. The first is to emphasize the object and thereby putting it in a subject position as in the following examples:

- | | |
|---|---|
| 1. Mólóííí é géyá, tóó
gílízu sáá. | This rice, he bought it, he is
cooking it now. |
| 2. Zúnúiníí yáa é mólóí
yéyàni, gè pètèni. | This man, he bought rice, I see
him. |

The alternative is to postpone the modifying clause until after the main sentence.

- | | |
|--|---|
| 1. Gè mólóííí yéyàni tóó
gílízu sáá. | I bought this rice, he is cooking
it now. (I bought the rice that
he is cooking.) |
| 2. Gè zúnúiníí vètèni, é
móló yéyàni. | I see this man, he bought rice.
(I see the man who bought rice.) |
| 3. Gè zúnúiníí vètèni, é
váani gáa lópóiníí,
é mólóí yéyà. | |

Those noun phrases which are the objects of postpositions are dealt with in the same way.

- | | |
|--|---|
| 1. Gè wèlèni zúnúinííva, é
móló yéyàni. | I saw this man, he bought the rice.
(I saw the man who bought the rice.) |
|--|---|

2.3 Constructing Pseudorelatives

First note the following examples:

1. Návólóí è fèní zèyà, tóó téévéí mà.
2. Návólóí yàà, è fèní zèyà, tóó téévéí mà.
3. Návólóínìì, è fèní zèyà, tóó téévéí mà.
4. Návólóínìì yàà, è fèní zèyà, tóó téévéí mà.

The money which you gave me is on the table.

All of the above sentences are paraphrases, that is they have the same meaning. While the meaning of the relative relationship is there it is not as clear as the others. The use of nìì 'this' however serves to sharpen the distinction. Note how literal readings of sentences (1) and (4) help to show this distinction.

1. The money you gave it to me, it is on the table.

4. THIS MONEY, you gave it to me, it is on the table.

(It could well be that the use of the English word that and the sister of this could have arisen in a similar way.)

It is also important to note that the construction of pseudorelatives in Lorma is different for subjects and objects.

2.4 Subject Pseudorelatives

The construction of subject pseudorelatives is straight-forward for it involves simply stringing one sentence after the other, ideally adding the demonstrative nìì to the subject. Below are some examples.

The man who went to Gbarnga wants to see you.

Zúnúínìì, éliìní ḡàngà éwóíí é èvètè.

The man whom you saw, wants to go to Gbarnga.

Zúnúínìì yàà, é èvètè, éwóíí éliì ḡàngà.

2.5 Object Pseudorelatives

Object pseudorelatives, such as the following must be recast because in their present forms they cannot be converted to a Lorma relative clause:

1. You bought the rice that is cooking now.
T0: You bought this rice; it is cooking now.
2. I saw the man who bought the rice.
T0: I saw this man; he bought the rice.
3. I saw the man who asked the boy to bring the rice.
T0: I saw these men; they ask this boy that ~~he~~ come with the rice.

2.6 Suggestions for the Study of Relative Clauses

A. Put the following English relative clauses into Lorma:

1. Subject Clauses.

- a. The man who is coming here is my brother.
- b. The woman who is buying rice teaches school.
- c. The doctor who is sitting at that table will see you now.
- d. The water that you drank will make you sick.
- e. The oil that country people make is good.
- f. The farmer that wounded himself with his cutlass will get better.
- g. The chicken that you killed is in the soup.

2. Object Clauses.

- a. Do you see the man who is coming?
- b. The woman is buying rice that comes from America.
- c. I know the doctor who is sitting at that table.
- d. He will give you some water that you can drink.
- e. He bought a radio that they made in America.
- f. Did you buy the cloth that was from Guinea?
- g. He found the man that he was looking for.
- h. He built a house that has no windows.

3. Object of Positional Clauses.

- a. He lives in a house that I built.
- b. He said it to the man who is sitting over there.
- c. He picked it from a tree that has large leaves.
- d. He cut it with the cutlass that I gave to him.
- e. He brought the water which they boiled (is boiled).
- f. He saw the man sitting in the corner (use wɛlɛ).
- g. He took it from the child who is crying.

B. Pseudorelatives and Compounds

This exercise is a good way to see the relationship between pseudorelatives and compounds. In these languages long compounds are frequently used in place of relative clauses. With the help of your tutor, put the following into Lorma:

1. A person who catches fish is a fisherman.
2. A person who does farm work is a farm worker.
3. A house which is for books is a school.
4. A boy who goes to school is a school boy.
5. Things which come from a tree are called fruit.
6. A house for medicine is a hospital.
7. A cup for fish is a fish cup.
8. A person who repairs radios is a radio repairman.

C. Only your imagination can limit you from continuing the above drill.

D. Make a list of ten sentences involving relative clauses that you would find useful in your daily activities. Put them into Lorma with the help of your tutor and learn them.

2.7 Where Clauses

Where clauses, such as "he told me where he put the money," require a different form from the standard modifying clauses discussed above. At the heart of this construction is the word wɛɛ meaning 'where' and knowing that, where clauses fall nicely into line. Below are some examples:

bónà mà v' é nàvóléí wùuní nà.
 he said to me where he money put-ed there.
 He told me where to put the money.

Váá yáá gèwòinì gelii nà.
 here is I want I go there
 This is where I want to go.

Gewòinì gelii v' é wumónuì vèténí nà.
 I want I go where you thief saw there
 I want to go to where you saw the thief.

The one thing to note in this construction, is that the location is repeated in the second clause as locative pronoun nà there (underlined in the above examples).

It is also possible to express this where notion in another way, as in the following example:

é nàpéléílà lénì gáázù.
 he his house place showed eye-in
 He showed his house site to me. (He showed me where his house is).

2.8 Suggestions for Studying Where Clauses:

With the help of your tutor, put the following sentences into Lorma:

- This is where I lost my key.
- I want to stop where the table market is.
- He knows where you take the garbage.
- He knows where you can get clean drinking water.
- Do you know where I can find some rice?
- I want to go where I can get warm.
- Show me where your house is.
- Where does the wife keep the rice?

2.9 Vocabulary: Senses

Set 1

wélé X-bà...see (far)
 pètè...look at (near)
 fóló...bright, to shine
 màaniínigìì...shadow
 kpídívè...dark

góní máníínigìì, pítèì...picture
 gáázú wélénúí...blind person
 nāwóduvé...to illuminate (clear)
 lābúí, yáázú...light the lantern

Set 2

méní, góóiméní...to hear
 also mèlí
 tíígì...sound
 zòògì...noise
 nāáyèbù...quiet

góóí...song
 góívolénùí...deaf person
 góóilóó...to sing
 élébóí...mute person (he can't
 talk)

Set 3

yéívon X-ba...to feel
 vóo X-ba...to touch
 kón...to taste
 kóngìì...flavor
 kónmèni...to smell (hear
 smell)

kóngìì...odor
 kpodaáve...bitter
 néé...sweet
 zīgàléíbbòlè...to smoke

3. SUGGESTIONS FOR LEARNER INITIATED STUDY

3.1 Relative Search

In the readings which you have already studied, there are a number of (pseudo-) relative clauses. Review these texts and collect ten such relatives and write them in the space provided.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____
- g. _____
- h. _____
- i. _____
- j. _____

3.2 A Picture Drill

Take a picture from a magazine, your photo album or textbook. Use it to either ask questions to your tutor, to practice relative clauses, to have your tutor tell you about the picture or as a basis for a conversation.

3.3 Composition

Write a composition on the topic of preventive medicine.

3.4 Vocabulary

Use the vocabulary items (2.8) to increase your vocabulary.

4. VOCABULARY

bea, vea...people (often used as plural)

boila...affect us

boa...very

botozulaba...body pain

duulu...to splash

evile X-ba...concerning

leboi...mute person (he can't talk)

felekele...second one

folo...to be bright

gaazulaba...eye pain

gaazuwelenui...blind person

gool...song

goivolenui...deaf person

gooiloo...to sing (build song)

kalakui...stomach pain

koozuwulo...runny belly

kolekoloma bogo pa...all around

kongii...flavor

kongii...odor

kanmani...to smell (to hear-smell)

kool-vilei...malaria, fever

kpodaa (va)...to be bitter

laboi...lantern

laboiyaaza...light the lantern

maaniinigii...shadow

mavai...business (same as faa)

naay bu...quiet

nawodu (va)...to illuminate, clear

namai...blood

nenimaaniinigii...picture

palai...wound

pitsi...picture

sisiligii...mosquito

tiigi...sound

tuufei...leaf (sp)

von X-ba...to touch X

wela X ba...see (far)

woba...near

wove...place

wundii...fresh

wunpili...to vomit

wuntaba...headache

yeivon X-ba...to feel X

zaya...bygone, historic

zakpa...to run, move

zeya...hand (be in X's hand - to have)

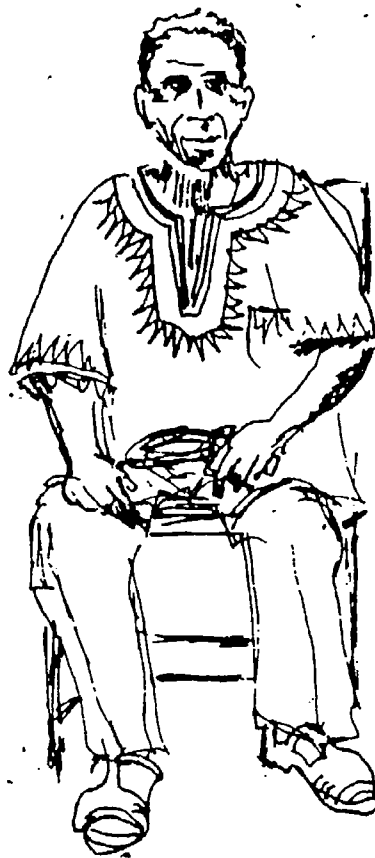
zigaleibole...to smoke (drink cigarette)

zoo...to catch an illness

zongii...noise

zuwai...heal

LESSON XVIII



1. TEXTS

1.1 Monolog: Fáawòlòzàgígíí

Fáawòlòzàgígííniì vilégè zúnúfèlégòitìèvá. Zúnúfèlégòitìè yà, té yèní nà, tóò gè zòimà Kéyèé/ té gè gíláglímà Fííbeè. Kéyèé bógá Víbèè télè nènifáá yáyáá nètéá évilé butíivàavá, éwúló dāmíibòfáá wúlù. Táavágíí tẹyèní sù, Wùifaibòiyáí gée nà gàà kávéletéégò. Àníí zéemáí, ó núfèlégòíniìtìè kúló nà gàà tẹlìi gàà wùikàsòì, télè begáá zóó ná yà bówèlàalé té víbégè é lévé kéezuvá. Náváamá, táamaságíí bonì zéemáimà gàà núfèlégòíniìtìè, té wúló táivá kéeváamá tẹlìizú gáazìè. Núfèlégòíniìtìèvá, téwóí yáigáayíí gàà kávéletéégò. Té yáábàànì tẹlìi dóbóizú gàà té táawuu nà bówàmà. Téí tẹlìinì dóbóizú Kéyè yáábàànì é pélé lóogà éyè bù. Kónáfèlégò lévèni, é bóí gàazàyanì gàà tẹlìi táiniizú té yèní nà.

Té félégòpé té vǎǎní bù gǎǎ télíí nà. Téí télíínní táínníizú Kéyé yá nǎzǎnú zóóní gǎǎ wóí Kè Fííbée lè nǎnǎ nǎzǎnú zóóní gǎǎ wóí éyèsú télíí zígíí gǎǎ télíí tǎwótáizú. Kéyéǎ, élínní gǎǎ nǎzǎí vèé té yǎnǎ zéínní nà. Ké é bǎgǎ nǎzǎí té dúulámǎǎ mǎázòlòwóní gǎǎ vííké. Kè Fííbée kpéníyígíizú gǎǎ é kéyéé vǎǎ bǎòtí. Nǎmǎ, é zéyéí lǎvènní nǎpélélǎvèlèizú. é nǎnǎyòyòyǎ wúú sù gǎǎ níí á nú vǎǎ, kéíǎǎmǎ ànníí Kéyé yǎ nǎ vǎázú pǎvèé é lóózú ézáǎ. Nǎyǎ Fííbée dévènní gígíizú gǎǎ é ké gǎǎ bóí. Téí é yǎnǎ gǎǎ kpókónǎ, Fííbée Kéyé lílíní nǎpélélǎ. Ké Kéyéǎzúí bóní mǎ gǎǎ é mǎlé líí nà. Kéyé yǎ mǎ bǎláívé, ànníí á tílǎ nà, gǎlǎ nà. Téí éyènní líizú nà, élóóní zéyéizú ézáǎ. Níí kéní, Kéyéǎzǎí bǎgǎ déítíè, té mǎwóí gǎǎ tǎmǎǎ. Kéyé- nǎzǎí línní é kúló zéyéizú súbùnǎ éǎǎ lǎ gǎ kééǎǎmǎ té dóowú. Téí té Kéǎmǎwómǎí lǎǎnní kótáíwú, lópáíttíè, tíè sǎǎ kpéélóó. Nííyǎ éké, dá gè lópóímǎ yǎ Kéǎwólóí wò bǎvèlǎǎlè, Kéǎwólóí ézáǎnní, tǎwǎǎ dé té mǎǎwólóí wósú nǎkpè.

Breakdown: Faawòlòzàgíí...An Old Story

1. Faawòlòzàgííniì vilégè zúnufèlégòì tièvá.

This old story concerns two men.

Faa...matter

wòlò, pòlò...old

zàgá...bygone

vilégè...concerns

2. Zúnufèlégòitìè yà, té yèní nà, tóò gè zòimà Kéyèè, té gè gílàgìimà Fíibèè.

The two men who were there, the other was called Lazy and the first was called Careless.

zói...other

tóò gè X-ma...they call X

Kéyèè...Lazy

Fíibèè...Careless

3. Kéyèè bōgá Vībèè télè nēnífāā yāyāā nēteā évilè butiivāāvā, ewulò dāmiibōfāawulù.

Lazy and Careless could not understand any earthly matters pertaining to work business in this world other than eating.

nēnífāā...thing

yāyāā...understand

butiivāā...work business

nēteā...world, earth, ground

wulù...behind, beyond

dāmiibò...eat, food

4. Táavàgíí tēyēnī sù, Wūifāibōiyái gēè nà gāā kávéletéégò.

In the town that they were in, Kwi business was extremely rough.

Wūifāi...Kwi business

bōiyái gēè...be difficult (literally: do rub)

kávéletéégò...very much

5. Aníí zéemáí, 5 núífèlègòínìtìè kúló nà gàà tēlìì gàà wùikàsòì, tēlè bègáá zóó nà yà bōvèlāalé té vībégè é lèvé kēézuvà.

If the head man appointed these two people to carry some Kwi loads, they were not able to do it because they were too lazy for anything.

zéemáí...head man

gúló...appoint

bègáá zóó...able (begaa is used with negatives)

6. Náváamá, táamaságìì bònì zéemáimà gàà núúfèlègòínìtìè, té wúló táivà kēévàamà tēlìizú gáazìè.

For this reason, the town chief told the headman that these two people should leave town in order to go and look (for a place to live).

náváamá...for this reason

táamaságìì...town chief

wúló, kúló...come out (in this context, banish)

7. Núúfèlègòínìtìèvà, tēwóí yáigáayíí gàà kávéletéégò.

These two people, they loved each other very much.

yáigáayíí...each other

8. Té yáábàanì tēlìì dóbóizù gàà té táawúú nà bōóvàmà.

They tried to go into the bush to build a town for themselves.

yáábàà, gáábáá...try

dóbóí...bush

wúú, púú...put (in this context, build)

bōóvàmà...for themselves

9. Téí tēlìiní dóbóizù Kéyé yàábàanì é pēlè lóógà éyé bù.

When they went to the bush, Lazy tried to build a house to live in.

lóó, tóó...to build

éyé bù...he is in it

10. Kónáfèlègò lèvenì, é bóí yàzàà yànì gàà tēlìì táinìizù té yèní nà.

After the two years had passed, he asked his friend to go to the town that they were in (formerly).

kóná...year

11. Téfélégòpé tévànínì bù gàà tēlìí nà.

Both of them agreed to go there.

téfélégòpé...both (they-two-all)

vàà X-bu...agree to X

12. Téí tēlììní táìníìzù Kéyé yá nàzànù zóonì gàà wóí, kè Fííbéé lè nēnì nàzànù zóonì gàà wóí éyēsù tēlìì zìégìì zítí gàà tēlìì tēwótáizù.

When they went in town, Lazy found a woman to love, but Careless had not found a woman to love up to the time they were getting ready to go to their homes.

zítí...reach

zòó...catch

13. Kéyéva, é lììní gàà nàzáí vèè té yēnì zéínì nà.

As for Lazy, he went with his wife to where they were living.

và...as for

vèè...place, where

zéínì...sitting (in this context, living)

14. Kéyé bōgá nàzáí tē dúulàmáá mǎázòlòwónì gàà vìíké.

Lazy and his wife got many children quickly.

dúú...child

mǎázòlòwó...to obtain

vìíké...quick

15. Kè Fííbéè kpénìyìgìizù gàà é Kéyéè vàà bòòtí.

But Careless, made up his mind that he would truly kill Lazy.

kpénìyìgìì...decide

vàà, fáá...kill

bòòtí...truly

16. Nàmà, é zéyéí lèvèní nàpèlélàvèlèizù.

For this, he dug a hole in the road (leading to) his house.

nàmà...for this

zéyéí...hole

lèvè...to dig, cut

17. é ɲáníyóyóyà wúú sù gàà níí á nu vää, kéväämá àníí Kéyé yà ná vääzú
pówèè é loozú ézáá.

He put bad things in it so that it would kill someone, thus if Lazy would come he would fall in it and die.

ɲáníyóyóyà...bad-things

pówèè...his own place

18. Náya Fííbéé dévéni gígíízu gàà é ké gàà bóí.

Then Careless decided that he would see his friend.

dévéni...decided

gígíí...mind

19. Téí é yèní gàà kpókónà, Fííbéé Kéyé lílínì nápélélà.

When it was evening, Careless called Lazy to his house.

lílí, tílí...to call

20. Ké Kéyèṇázúì bonì má gàà é mèlé líì nà.

But Lazy's wife told him he should not to go there.

bo X-ma...to tell X

mélé...shouldn't

21. Kéyé yè má bòláívé, àníí á tílí nà, gàlíì nà.

Lazy said to her, he is my friend, if he calls me, I will go.

bòláívé...(he is) my friend

22. Téí éyèní líìzú nà, élóóní zéyézu ézáá.

When he was going there, he fell in the hold and died.

23. Níì kèní, Kéyèṇázáí bògá déítìè, té máwòì gàà támàà.

Now Lazy's wife and children loved him very much.

24. Kéyèṇázáí líìní é kúló zéyéízu, súbùnà éváá là gá kééväämá té dóówù.

Lazy's wife went and removed him from the hold; in the morning, she brought him in order to bury him.

éváá là gá...brought him for them

dóówù...bury

25. Téí té Kéǵémáwómáí láánì kótáíwù, lópáítìè, tìè sàà kpéélóó.
When they laid Lazy's corpse in the kitchen, the children began to cry.

láánì...laid

máwómáí...corpse

kpéélóó...cry

26. Nììyà éké, dá gè lópóímà yà Kéǵéwólóí wò òvèlálè, Kéǵéwólóí ézáání, tówàà dé té mááwòlòí wòsú nòkpé.

This is the reason we say to children, you're crying for Lazy because old Lazy died, yet and they still crying for him.

wólóí...cry (noun)

wò, bó...say

dé...yet

nòkpé...still

2. GRAMMAR, EXERCISES AND CULTURAL NOTES

2.1 • Verb Phrase Complements

The term "complement" refers to a phrase or a clause that is not the subject of the sentence and which completes or complements the verb. In this section, a special type of verbal complement is introduced, one that is a full sentence in itself.

In English, there are a number of verbs which typically take sentential (sentence) complements. A partial list is given below:

- | | |
|---------------|---|
| 1. know | I know <u>that you will come</u> . |
| 2. see | I see <u>that you have a lot of money</u> . |
| 3. hear | I heard <u>that he will come tomorrow</u> . |
| 4. understand | I understand <u>that he will go</u> . |
| 5. urge | I urge <u>you to attend</u> . |
| 6. tell | I told <u>him to go</u> . |
| 7. make | I made <u>them go</u> . |
| 8. want | I wanted <u>him to go</u> . |

The English examples show two types of sentential complements:

- a) those which are full sentences: 1-4,
- b) those which are not: 5-8.

Unlike the first four sentences, the second set of sentences contain a complement which is like a sentence, but it is not. In sentence (8) for example, the sentence is analyzed as follows:

I	want	him	to go.
subj.	verb	obj.	infinitive

However, if we examine the sentence in terms of meaning, rather than grammatical form, we see that the object of the verb want, him, is also semantically the subject of the infinitive to go.

The Lorma verb want: woi unlike the English verb; want, follows the semantic structure rather than the syntactic structure of English. That

is the syntactic structure (word order) of Lorma is much closer to its meaning than the corresponding English structure as the following example illustrates.

Gè wóinì gàà é lîi.

I want that he goes = I want him to go.

In these structures, the two sentences are separated by the particle gàà which has a number of meanings, the most basic being "with" though in this situation "that" appears to be the best translation.

Below are some examples:

- | | |
|---------------------------------------|-------------------------------|
| 1. Gè kóóní gàà tóó vääzú. | I know that he will come. |
| 2. Gè kóóní gàà évaaní. | I know that he came. |
| 3. Gè kóóní gàà tówáá vaa. | I know that he will come. |
| 4. é bóní gàà é kóóní. | He said that you know him. |
| 5. é bóní gàà yá vääzú. | He said that you are coming. |
| 6. é bóní gàà èlè váázú. | He said that he isn't coming. |
| 7. é bóní gàà èlè váání. | He said that he didn't come. |
| 8. é bóní gàà gèvää. | He said I should come. |
| 9. é bóní témá gàà té kóló lódó. | He told them to read a book. |
| 10. é bóní má gàà é kóló lódó. | He told him to read a book. |
| 11. é pèténí gié kóló lódó. | He saw me reading a book. |
| 12. é té véténí <u>tié</u> kóló lódó. | He saw them reading a book. |

NOTE: In the last two sentences, the gaa + pronoun have been contracted to the short form. This situation is very similar to the English use of him in this construction as discussed above.

In English, when the subject of the second sentence is the same as the subject in the first, the second pronoun is omitted. In Lorma, on the other hand, it is retained.

Gèwóinì gàà gè lîi.

I want that I go.

I want to go.

2.2 Suggestions for Studying Sentence Complements

A) Using the list of preceding sentences, practice them until you feel comfortable with them. Use the standard procedure of buildup. Remember, recognition precedes production.

B) Questions and Answer Drill.

Have the tutor ask the questions: What do you know?, etc. and the learner responds:

Part 1: using the prepared answers (above)

Part 2: using answers that the learner constructs (tutor should correct learner's response)

C) Comprehension

These same questions can be asked of the tutor. This type of exercise gives the learners an opportunity to listen to these sentences in a controlled situation.

D) Questions about sentence complements:

- 1) Zèbée yà é kóónì là?
- 2) Zèbée yà é bónì là?
- 3) Zèbée yà é bónì èmà?
- 4) Zèbée yà é pèténì?
- 5) Zèbée yà é pèténì giè kée?

2.3 Vocabulary Terms: Language

The following list of vocabulary terms pertain to the use of language. While you have encountered some of these individually, they have been assembled here for you to see them together and for review purposes.

Set 1

kuélégìì...story (n)

góóí...language (n)

zépeí...word (n)

bó...to say (v)

kpúí...listen (v)

fááí...palaver (n)

bóíwò...to discuss (v)

bóí X-pó...to talk to X (v)

X kítò gaa Y...to promise

Set 2

gáázákéé...to question (v)

gáázáí...question (n)

bóowùlù...to repeat (v)

tííí...to call (v)

gááwòtè...to answer (v)

kwalá...to swear/curse(v)

kūaláí...oath (n)

kūaláí wú...take oath (v)

3.4 Vocabulary Terms: ProbabilitySet 3

zoo...can

tánfù...may (perhaps)
likely, probablyàníí Gálá kávanèbú...God
Willing

ànéé é bòì...in any case

(tò) yà gáamà...possible

lé yà gáamà...impossible

3. SUGGESTIONS FOR LEARNER INITIATED STUDY

3.1 Vocabulary Drill

- A) Using the following sentences, practice with the help of your tutor the construction of probalistic statements. Remember, recognition should precede production.

è lììní táázù.

è kéénì.

Tówáá lìì táázù.

Tówáá kéé.

- B) With the help of your tutor, construct three sentences for each of the language terms presented in Section 2.3.3.

3.2 Picture Drill

Find, draw or otherwise procure a picture of a palaver taking place in the marketplace or other such place (a real situation would be even better). Ask your tutor to explain what is going on.

3.3 Sentence Complement Search

Find ten examples of sentence complements in your readings so far. Try not to use the same verb more than three times.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

8. _____
9. _____
10. _____

3.4 Cultural Note: Folktales

Folktales form an important part of African traditional literature. They are not simply literature in the western sense, in that their only function is to amuse though that aspect is most certainly an important component of African folktales. In addition, you will find that these stories are intended to explain either why things are so, to clarify the meanings of proverbs (showing their inner wisdom) or to provide illustrations of various types of behavior and their consequences.

There are more folktales circulating in Lorma country than you will ever be able to collect, but nevertheless, you can really develop a deeper appreciation for the Lorma people and their culture by collecting and learning a few of them. For one thing, you may find it useful at some time to recite one.

The best way to collect a folk tale is not to have your tutor write it out for you, but to ask him who he knows that can tell a good story. Have him ask that person if they would be willing to recite the story for you in the tape recorder so that you can study it. Although many people will be reluctant, you will certainly find someone who can tell you one.

For starting purposes, you should make it clear that you want a reasonably short story, say under five minutes. Good story tellers are known to go on for hours. Once you have taped it, you can go over the story with your tutor using the same build up that has been recommended throughout the text.

4. VOCABULARY

àníí galá kávanèbú...God willing

bègáá zóó...be able (begaa used with negative)

bóiwó...to discuss

bóí X-pó...to talk to X

bóíyáigèè...be difficult

bówùlù...to repeat (say again)

bògà...and

bóovamà...for themselves

dé...yet

déítìè...children

déyé...to decide

dóowù...to bury

fíibèè...careless

gáawòtè...to answer

gáawòtégií...answer

gáazáí...question

gáazaké...to question

gè X-mà...to be called X

gígíí...mind

gúló...to appoint

yáábàà...to try

yààyáà...understand

kávéletéégò...very much

kéyèè...lazy

kító gáà Y...to promise Y

kpenìyigìi (gàà)...to decide (that)

kpui...to listen

kuélegìí...story

kwalá...to swear, curse

kwaláí...oath

kwaláíwú...to take an oath

máwomáí...corpse

nàmà...for this

nókpé...still

póló...to be old

púú...to build (put)

té félegòpé...the two of them (all two of them)

(tòyà) gámàà...possible

vàà X-ba...to agree to X

wólóí...cry, wake

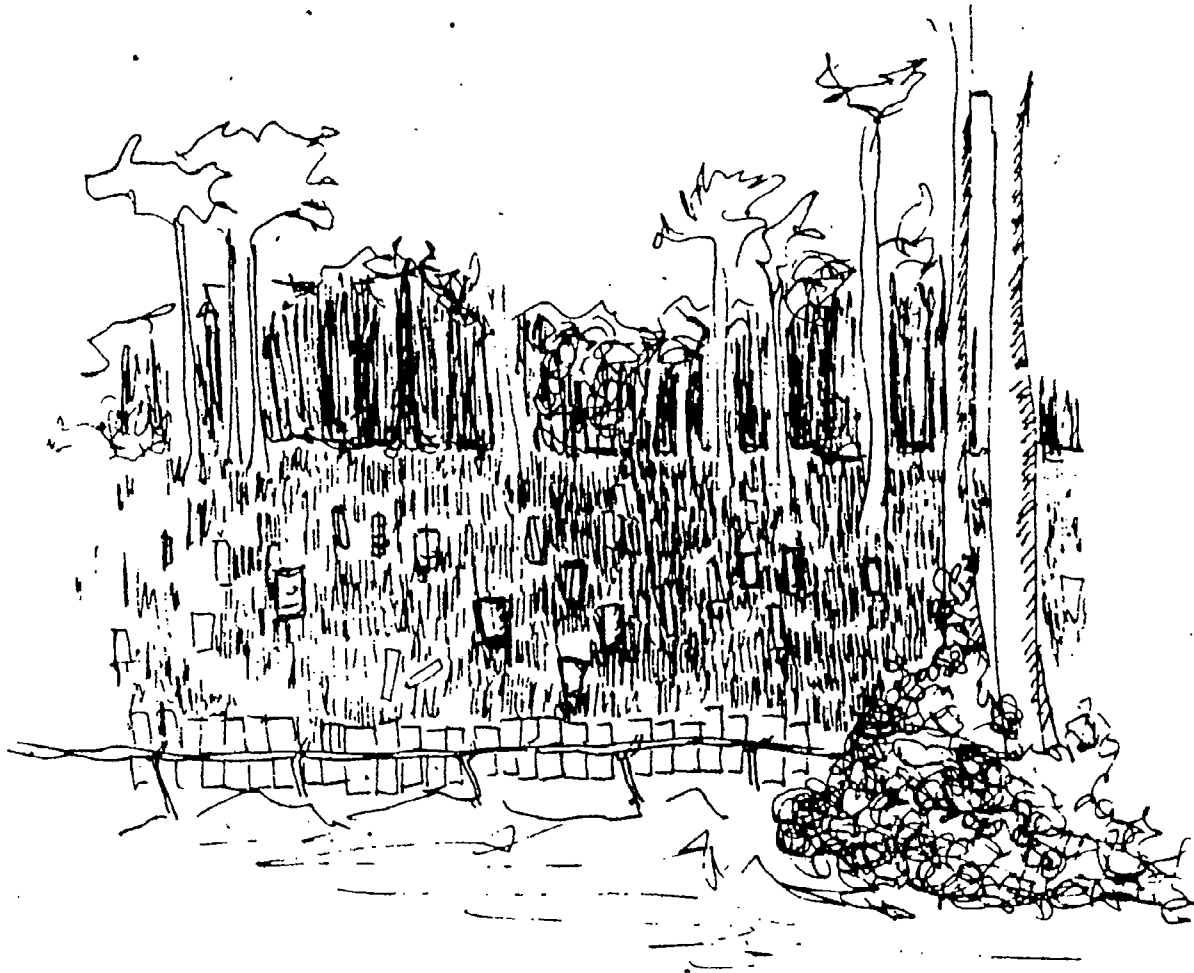
yáígaáyíí...each other

zéemáí...head man

zégeí...hole

zépeí...word

LESSON XIX



1. TEXTS

1.1 Monolog: Kpálágáliiyyéevàí

Niibo é Lòmazuiniizu gaa faibiiyai too gaa kpálágáliiyyéevàí. Anii èzoógè kpálágáliilà, èlè wólówòlò lánòwòwògà dàaminènívázù. Tiilòòzéizuvé yà gaa nìi. Yàliizu è dóbóí yàazìe gaa págèi tíiyyéevàamà. Yà ná yèè ná, è yéewòtòò dóbóizu. Anii yà gaa tíiyyèenúbóbó, yázoo è tíi yèè dówofèlègò-yéewù. Yawulò ná gaa wózaiwò, é gúlíi wòò. Nà wulú, é gaayíi. Yà sàà yà bèbayeetà yalogilà òvèè galázù. Yà galá nà, anii balà galavé, téi dé yà bèbà éyèsú zúí tá wóló yíizèi òvèè bilízu. Anii tá bílì nà gaa síegìi maanée té bílì là, mólóí yà bétè gaa págò; yéetà dówoyilà móló òvèè wónósù.

Mólóì yà wóló nà gàà wónò, tá sà dé tá bébá guíwulòzèìgíí zítí tó vèé guíwulòzù. Ná yà wóló nà bà, mólóì óvèè kósíyízu, éwúlòsù. Tánísù àníí wónííyà wùuzú, téí wà móló mààbèé éyèsú émòò. Àmòò ná, wà sàa wà láalè tévèvài wù. Názáitíé vaká mólólévèvài; tévàà gàà tííbòbò. Yà vágíí egáá zúnúí, yà sàa yà yílé bálayáílóovái wulù. Gà àníí mólóì yà lévé nà, ná yà wà tée nà. Tánísú yáí è gáá zúnúí yà bálayáí lòò, dówógílà zéewù. Táwòlò ná mólóì lèvezú tá dé dá pú kpakágííma gàà zíé éwú tó vèé téezú kótáíníízu è tóógàa yáí egáá zúnúí. Súyíé yà wóló nà gàà wù, wà sàa wà tée kótáízu. Wà tée nà kótáízu, yáí egáá zúnúí, àníí nàzáfèlègò gàà èyà, màánèèvé ènàzánú mawungíí yàazàà gàà véléí á mólóì mààsúvètè dá. Kpáázuvé tá yà nà wónò bówèláalé àníí nàzánúí èyà élé zóò gàà nàni màzúvètèsù, ná báavè gàà mólóínà líbí woyà éyèsú kónágíí làtíí è lóó tííyèè-zíègíí mà. Gáí gègàà Lòòmàgíítíé, vélé yà nà, gálévè tííyèèváiízu. Tííyèèzú báavè nàtéáíníízu. Àníí yà gàà tííyèènú, tówòò núbòbò gèlé èyà, òò nàzánú lé èyà nàa báavè gàà èlííyèè è dá wulò. Wóí è zàa vàmá kpókòí-níí tííkàná.



Breakdown: Kpálágàlììyěévàì...Farming

1. Nfííbó é Lòòmazùìniìzù gàà fáibííyáí tóó gàà kpálágàlììyěévàì.
The thing in Lorma country that is important business is farm work.
bííyá...heavy, important
kpálá...farm
2. Aníí ézòógè kpálágàlììlà, èlè wólówòlò lánòwówògà dàámínèníváázù.
If you are able to do farm work, you will never suffer from food business (hunger).
zòógè...able (stative form)
wólówòlò...never
lánòwówò...suffer
3. Tíílòózeízùvé yà gàà nìì.
The beginning work is this.
lòózeízù...begin-in
4. Yàlììzú è dóbóí yàaziè gàà págèí tííyèèvaàma.
You will go to look for bush that is good for working.
yàaziè...to look for
5. Yà ná yèè ná, è yéewòtòò dóbóíízü.
After doing that, you start clearing the bush.
yéewòtòò...to clear by hand
6. Aníí yà gàà tííyèènúbóbó, yàzoo è tíí yèè dówófèlègòyéewù.
If you are a real worker, you will be able to do the work within two weeks.
bóbó...real
dówó...week
yéewù...within
7. Yàwùlò ná gàà wózáíwò, é gúlíí wòò.
After you finish with the brushing, you will fell trees.
wùlò...to finish
wózáíwò...to brush (to clear the brush)
wòò, pòó...to fell

8. Ná wúlú, è gááyìl.

After that, you pile it.

gááyìl...to put into piles (to mash)

9. Yà sàà yà bèbáyéetà yálògìlā òvèè gálázù:

After that, leave it for one month before burning it.

bèbáyéetà...to leave it

gáló...month

gálá...to burn

10. Yà gálá nà, àníí bàlà gálávè, téí dé yà bèbá, éyèsú zúí tá wóló yíízèl òvèè bílízù.

After burning, if it is completely burned you have to leave it until the ground becomes cold before scratching it.

bàlà...still (completely, in this context)

téí...you have to

wóló...while

yíízèl, zíízèl...cold

bílí...to scratch, to hoe, bare the earth

11. Àníí tá bílì nà gàà síégìlì máánéé té bílì là, mólóí gà bété gàà págò; yéetà dówóyílá móló òvèè wónósù.

If they scratch at the time it should be scratched, the rice will be prepared well; after one week the rice will begin germinating.

síégìlì...time

bété, kpété...to fix, prepare

wónó...to germinate

12. Mólóí yà wóló nà gàà wónò, tá sà dé, tá bèbá guíwùlòzìègíí zítí tóvèé guíwùlòzù.

After that, the rice will grow, they leave it until we pulling time arrives, (then) they begin to pull weeds.

dé...still

guí...weed

wúló, kúló...to pull

zéígìlì...time

zítí, siti...reaches

tó vèè...(before) they begin

13. Ná yà wúló nà bà, mólóí óvèè kósíyíẕù, éwúlósù.
After pulling them, the rice begins to fill and come out.
kósíyí...full, pregnant
14. Tánísù àníí wóníí yà wùùzú, téí, wá móló mààbée éyèsu émóó.
Sometimes the birds are coming out, you have to drive them from
the rice until it is ripe.
wóníí...birds
mààbée, kpée...to drive
móó...ripe
15. Á mòò ná, wà sàa wà láálè tévévàiwù.
After it ripens, you begin the cutting business.
láálè X-bu...begin
tévévài...cut-business
16. Názáítíé váká mólólévévài, tévàa gàà tííbòbò.
Women are responsible for the rice cutting, for them it is real work.
váká...responsible
17. Yà vágíí égáá zúnùí, yà sàa yà vílè báláyáílóóvái wùlù.
You who are the men, you have to start building the grainery.
vágíí...who
vílè, pílé...to construct
báláyáí...kitchen, grainery (see illustration, Lesson VII)
wùlù...after (goes with vílè)
18. Gà àníí mólóí yà lévé nà, ná yà wà tée nà.
Because once the rice is harvested, then you store it.
tee...to store
19. Tánísú yáí è gáá zúnúí yà báláyáí lòò, dówógilà zéewù.
Sometimes you who are the men who build the grainery, it will take
you one week.

20. Táwòlò ná mólóí lèvèzù tá dè dá pú kpákágííma gàà zíé éwú tóóvèè
tèézù kótáinìizù è tóógàà, yáí ègàà zúnúí.

After they have finished with the rice, they will put it in the
drying rack for the water to come out before putting it in the
kitchen that you built, you who are men.

kpákágíí...scaffold, drying rack

tó vèè...before they

tèézù...putting it

21. Súyíé yà wóló nà gàà wù, wà sàà wà tée kótáizù.

When the moisture has finished coming out, you then put it in the
kitchen.

súyíé...liquid (moisture, in this context)

kótáí...kitchen (another word for bálayáí but also implies
cooking place)

22. Wà tée nà kótáizù, yáí ègàà zúnúí, àníí nàzáfèlègò gàà èyá,
máànèèvé ènàzánú mawùngíí yààzàà gàà véléí á mólóí mààsúvètè dá.

After storing it in the kitchen, you who are men, if you have two
wives, it is best to ask your first wife to take care of the rice.

mawùngíí...first

vélé...way

mààsúvètè...take care of (watch over)

23. Kpáázùvé tá yá nà wónó bówèlálé àníí nàzánúí èyà élé zóó gàà nàni
màzuvètèsù, ná báávè gàà mólóinà libì wòyà éyèsú kónágìlètìì èlòó
tííyèèziègííma.

That is the hard part because if the woman that you have is not
able to watch over things, it is hard for the rice to stay with you
until the year finishes and falls on another working (brushing) time.

báá, kpáá...hard

wónó...again

libì...to stay

gàà...know

kónágìi...year

lètìì...to finish

lòó...to fall

24. Gaí gègàà Lòòmàgìitìè, vèlé yà nà, gálévè tííyèèváizù.
We who are Lorma people, this is the way we do our work.
25. Tííyèèzú báavè nàtéáiniíizù.
Work is hard in this world.
26. Àníí yà gàà tííyèènú, tówòò núbòbò gèlé èyà, òò nàzànù lé èyà
nàá bàavè gàà èlííyèè è dá wùlò.
If you are a worker and don't have a real person, or don't have a
wife (to help you), it is hard to do the work and complete it.
27. Wóí è zàà vāāmá kpókòiníí tííkàná.
The word for today finished this evening.



2. GRAMMAR, EXERCISES AND CULTURAL NOTES

2.1 Sentence Linkages: Coordinate Constructions

In any language we find a number of different ways of relating sentences at the same level. Some examples from English are given below:

1. I will not go unless the rain stops.
2. I will not go until you give me money for transport.
3. I did not go because you did not give me money for transport.
4. I came here so that I could learn the news.
5. The rain has stopped, therefore I shall go.
6. If you go there, they will tell you the news.
7. I will go there before the rice is finished.
8. I will go, but I don't want to.
9. I will go, even though I can't help.

A. Unless: kèní

- | | |
|---|---|
| 1. Gèle liá, kèní tíní é
ténégà. | I will go unless the rain stops. |
| 2. Návólóí yàà tévééímà, kèní
è síyí nà. | The money is on the table unless
you took it. |
| 3. Gá daámì kèní kisé yàà má
gàa tàmaa. | I will eat it unless pepper is in
it too much. |

B. Until: éyèsù or éyèsú

The literal meaning of éyèsù according to M. Miller (Short Loma) is "he stayed in it". In this construction, the second sentence is always in the infinitive form.

- | | |
|--|---|
| 1. Gèle liá, éyèsú, è návó-
lòivè zeyà. | I will not go, until, you give me
the money. |
| 2. Gèle vaa, éyèsù, élii
taazu. | He will not come until you go to
town. |
| 3. Té tíí yèení, éyèsù,
kpídí vaa. | They worked until night came. |

C. Because: ḡòvèlǎǎlè

- | | |
|--|---|
| 1. ḡè lè líǎ, ḡòvèlǎǎlè,
èlè kǎvǎnévèí vèní zèyǎ. | I did not go, because you did not
give me transport money. |
| 2. ḡǎlǐizú kǎlǎvèléwù,
<u>ḡòvèlǎǎlè</u> , ḡewóíni ḡè
tǐíwǎḡ zǎlǎwǎ ḡè kèè. | I am going to school, because I
want to get a good job to do. |
| 3. ḡǎ zǐélef ḡǎlèzú ḡòvè-
lǎǎlè kǎḡḡíizú wǐíḡè. | I'm drinking cold water because my
body is warm. |

D. So that: ḡǎǎ and kèévaamá

To express the meaning 'so that' or 'in order that', two constructions are available. The word ḡǎǎ is placed at the beginning of the two sentences while the phrase kèévaamá may be placed between the two sentences. The meaning of the phrase kèévaamá is possibly 'it-do-come it cn.'

- | | |
|--|--|
| 1. ḡèlǐíni nǎ, ḡǎǎ ḡè fáǎ wèè.
ḡè lǐíni nǎ, kèévaamá, ḡè ḡǎǎ wèè.
I went there so that I could learn the news. | |
| 2. ḡǎ ḡǎbúí lǎǎzú ḡǎǎ, è díííyǐlǐ.
ḡǎ ḡǎbúí lǎǎzú kèévaamá, è díííyǐlǐ.
I will start the fire so that you can cook. | |
| 3. è nǎvǎlǎí vèní zèyǎ, ḡǎǎ ḡè mǎlǎzú yèyǎlǎ.
è nǎvǎlǎí vèní zèyǎ, kèévaamá ḡè mǎlǎzú yèyǎlǎ.
He gave me the money so that I could buy rice. | |

E. Therefore: nǎváámǎ

Therefore clauses are linked with the phrase, nǎváámǎ, meaning possibly 'that comes on'.

- | | |
|--|--|
| 1. Tǐnéí é ténèḡǎ, nǎváámǎ,
ḡǎ sǎǎ ḡǎlǐí. | The rain has stopped, therefore I
shall now go. |
| 2. é nǎpélef lǎǎḡǎ ḡǐnǎ,
nǎváámǎ, ètǎǎ zǎǎ yǎḡǐbù. | He built his house yesterday, therefore
he can sleep in it today. |
| 3. é sǎlef wúní pǎlǎfǎ, nǎ-
váámǎ, tǎǎ sǎǎ yǎbèéyǎ. | He put medicine on the wound, there-
fore it will heal. |

F. If-then: aníí

If-then constructions begin with the word aníí, meaning 'if.' This construction can also be used to express the meaning 'unless.'

1. Àníí yàì ná, tá sáá tà bó
èyà níncínà. If you go there, they will tell
you the news.
2. Àníí yà zíé yìlínà, zíé-
wáláí lé zùgà. If you boil the water, you will
not get diarrhea.
3. Àníí yà gàà Lòòmànúí, yà
wóinì gàà tòbógíí. If you are a Lorma person, you
will like torborgie.

The use of the word na meaning 'then' in this context between the two sentences is optional.

G. Before: òvèè

Before sentences are with the phrase òvèè which means literally: it will begin. But in this construction, the phrase òvèè is actually an auxiliary verb. Thus the following sentences translate literally as "I will begin to X, I do Y."

1. Gòvèè lìizú nà, mólózeí
yàa bea. Before I go there, the rice will be
finished.
2. Mólózeí yàa bea, gòvèè
lìizú nà. The rice will finish before I go
there.
3. Zúnúí òvèè láamìizú, éyáa
wùonì. Before the man ate, he washed his
hands.

H. But, kè

But constructions are conjoined by the word kè.

1. Gálìizú nà, kè gèlè
wóinì gò kée. I will go there, but I don't want
to do it.
2. Gèwóinì gàa tówóí, kè
tá wúlú bòò nò. I like beans, but only a little.
3. É bónì mà, kè zéévàvè. He told me that, but it's a lie.

I. Even though, véléíbalàà

The phrase véléíbalàà introduces an even though construction. Importantly, the verb is followed by the word da it (weak form: la). The literal meaning of this construction is: 'the way is difficult.'

- | | |
|--|---|
| 1. Véléíbalàà gáliì lá ná,
kè gèlè kée. | Even though I will go, I can't
do it. |
| 2. Véléíbalàà é sálé bóá
lénì là, élé vólónì. | Even though he took medicine, he did
not get better. |
| 3. Véléíbalàà è tìlì gáà là,
gèlè vaa. | Even though you called me, I didn't
come. |
| 4. Véléíbalàà gè fénì là
èyà, élé wóínì là. | Even though I gave it to you you
don't want it. |

2.1 Suggestions for Studying Sentence Linkage

- First practice the sentences in the book.
- Then produce variations of them substituting the various pronouns.
- Finally, using only the linking words or phrases, construct with the help of your tutor five examples of each. Try not to use the same verb throughout.

2.2 Vocabulary: Life

Set 1

ńítìà, zévàì...life
sáá...death
yévù...to live.
zàà...to die
páá...to kill

té X káá...to be born (they bore X)
yèvò...to breathe

Set 2

wóinì gáà X-ve...to love
 kúló gáà nàzà...to marry
 pènè...to be young (little)
 pólózáà...to be old
 dóówù...to bury

yàagààtà...to be initiated
 kpètè...to grow
 sáazúnì gáà zúmàì...funeral
 kpée...wake

2.3 Vocabulary: Farm Terms

kpálágìì...farm
 kpálágéézà...farm house
 kpálátókpágàì...to clear farm
 kpálágééyàlà...to burn farm
 mólóívilì, kpálá yé gá...to
 plant farm
 mǎyáí...seed
 mólówólógìì...seedling
 wóózawúngàì...brushing
 gúlúwóógàì...tree feeling

wózáívilè...to plow
 mólólèvé...to harvest
 wóózàívilèlàngè...planting time
 mólóbétézáléí...fertilizer
 gúfwúlàì...weeding
 bázáí...rice birds
 wóníbèè...to drive birds
 pólúlàngìì...hungry time



3. SUGGESTIONS FOR LEARNER INITIATED STUDY

3.1 Sentence Search

Review the last nine monologs (from Lesson XI) and find two examples of a sentence containing each of the linking words or phrases discussed in the grammatical section, and write them in the space below.

Unless	1.	_____
	2.	_____
Until	1.	_____
	2.	_____
Because	1.	_____
	2.	_____
So that	1.	_____
	2.	_____
Therefore	1.	_____
	2.	_____
If	1.	_____
	2.	_____
Before	1.	_____
	2.	_____
But	1.	_____
	2.	_____
Even though	1.	_____
	2.	_____

3.2 Picture Drills

Find, draw, or photograph several pictures of people doing farm work in your area. (Note: For a variety of reasons, many people object to photographs, be sure to obtain permission before photographing anyone.) Ask them to tell you about what is going on. Try to ask questions about what you do not understand.

3.3 Participant Observation

Ask to volunteer to help someone the next time he/she needs some work done on the farm. Plan to spend a whole day and try to rely on Lorma as much as possible.

3.4 Lorma Day

Pick one day where you insist on using Lorma with everyone. Let your friends know what is going on and promise yourself that you will either use Lorma or not speak. Gestures and other signs are permitted. Take along a note pad, you will find many new words to study.

3.5 Composition

Write a composition about farm work in which you make extensive use of the sentence linkage words and phrases introduced in this lesson.

3.6 Calendar

The following drill is from Beginning Lorma.

You have learned several words that can be associated with the different stages of farming. Match the following words with the stages or seasons listed below. Some words might apply to more than one stage. For example, /kali/ is used in planting and occasionally weeding.

mɔlo

zoove

kolugeni

kolu

kpeleva

nabu

kpɔlo

boa

somɔ

kali

galu

sama

<u>Time of Year:</u>	<u>Work to be done:</u>	<u>Stage:</u>	<u>Item:</u>
December	Selecting land in forests.		
January	Cutting underbrush.		
February	Felling trees.		
March	Burning farm.		
Mid April-May	Beginning of rainy season. Clearing brush, planting.		
June	Planting finished. Raining heavily.		
July-August	Weeding.		
October-November	Harvesting		
November-January	Making tools at the blacksmith's shop.		



4. VOCABULARY

bàlāā...still (completely)
 bàlāyāi...kitchen, grainery
 • beba...to leave
 bīīyā...to be heavy, important
 bōbō...real
 bāzāi...rice birds

dōwō...week

gāāyīi...to mash (pile up)
 gāāzīē gāā X...look for X
 gālā...to burn
 gālōgīi...month
 guīī...weed
 guīwūjō...to weed
 gūlūwōōgāi...tree felling
 yāāgāātā...to be initiated

kōsīyī...to be full, pregnant
 kpāā...to be difficult, hard
 kpākpāgīi...scaffold, drying rack
 kpālāgēēyālā...to burn farm
 kpālāgēēzāi...farm house
 kpālātōkpāgāi...to clear farm
 kpēē...wake
 kpētē...to grow
 kúlō...to pull, to extract
 kúlō gāā gāzā (pōōnū)...to marry
 wife, (husband)

lānōwōwō...suffer
 lātīi...to finish
 libī...to stay
 lōōzēīzū...beginning

māāsūvētē...to watch over
 māāyāi...seed
 mōlōbētēzālēī...fertilizer
 mōlōfīvīlī...to plant rice
 mōlōlèvē...to harvest
 mōlōwōlōgīi...rice seedling

ŋītīā, zēvāi...life

pāā...to kill
 pōlōzāā...to be old
 pōlūlāīgīi...hungry time
 pōō...to fell

sāā...to die
 sāāzūnī gāāzūmāi...funeral
 sūyīē...liquid, moisture
 X Y kāā...X have born Y (i.e. Y was
 born)
 tēē...to store

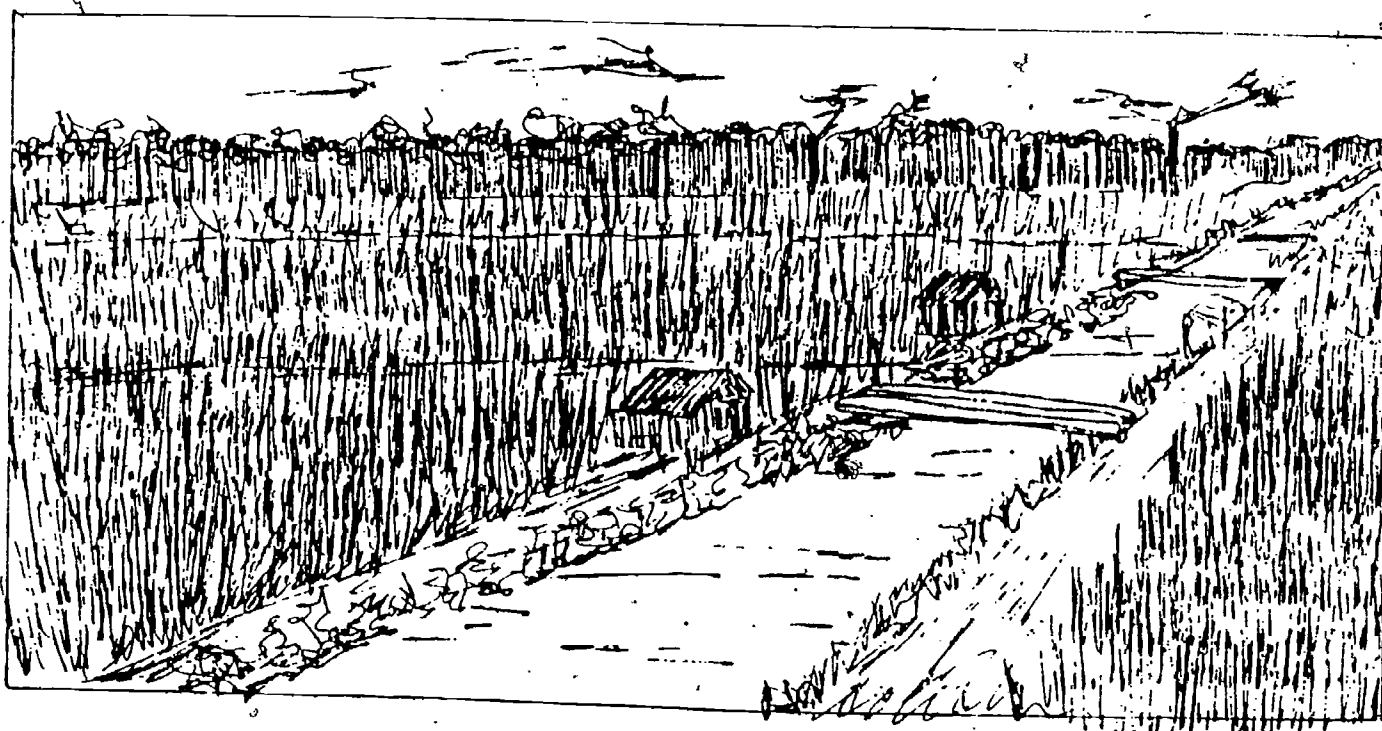
vākpā...to be responsible

wōnībēē...to drive birds
 wōnīī...birds
 wōfīnī gāā X vē...to love X
 wōōzāvīlēlāīgē...planting time
 wōōzawūngāi...brushing
 wōzāīvīlē...plow
 wōzāīwō...to brush
 wōlōwōlō...never
 wōnō...germinate

yēēwū...within

yèvù...to live
yèvù...to breathe

zíízeí...cold



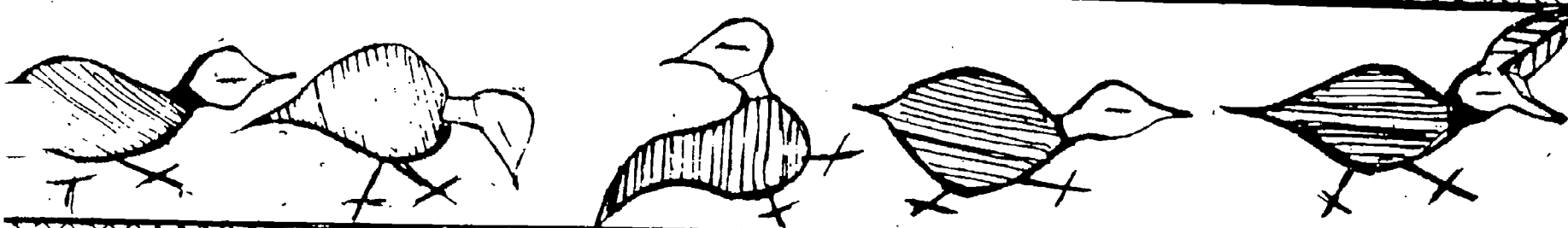
LESSON XX



1.- TEXT

1.1 Proverbs

- 1) Nù lè māsagà déézaàvaíma, ó níní bólé góléíva.
- 2) Núlàadamaziè; mókòlù vénée yà láani è làyàkàmà.
- 3) Tódáa zàlàzú, gálú lè òuyàa.
- 4) Kígáazié yà vaa gàa gílénée.
- 5) Nù yà bálana, yà Pívíí lòwà gàa yèè.
- 6) Nù yà nées méní tóónú là.
- 7) Síkpáitóóténé: Nù yà séí pè tóó téné.
- 8) Síkpágíí lè téébègàa zòògà, kéní téeyuwù.
- 9) Kùbùkòlòmì: Kòlòìkùbù yìè báani tódóí mí.
- 10) Kówó: kówó ká gàa wùkpulù kowú.
- 11) Dá wélézù fóloí và díé wélé Zélímaíva.
- 12) Vè èyée lè zítíé ná, mélé nàpó sélé.
- 13) Zíílóó yà kóí kéení tóó pónèè.
- 14) Síyígíí nèpé lè wóini guí òòwulò má fáyi mèlè wulómá.
- 15) Zíimayé lè gàa téenai mìa.
- 16) Vé sókóí yà sáyá nà lè pónèi nài.
- 17) Yà bó nà gàa yà mí pótégai mèlé woló éyàkàlà.
- 18) Tótóomítóomì: nú yà lòomì ná tóomì wòlòò yà gàa tíí (sèlii).
- 19) Síbìsòkà: gílèi zèi, yà wóozavè tóógavà.
- 20) Māsabèlìi gàalè vélélàmàagè.



Breakdown:

1. Nú lè māsàgà déézáàváimà, ɔ́ ɲíní b́ólé góléívà.
A person will not mind his mothers' death, he will drink from the baboon's breast.
Misfortune will force you to tolerate things which previously you never would.
2. Núlààdàmàzìè; mókòlù vénée yà láánì è làyàkàmà.
A person's (poor) reputation; rice grains resting on the side of your mouth.
People will know you by your deeds.
3. Tódáá zàlàzú, gálú lè búyàà.
In order to tie, the rope cannot be short.
You need the right equipment if you are going to do the job properly.
4. Kígáázíé yà v́áà gàà gílénée.
Thinking brings laughter.
If you think about it long enough, you can see the funny side.
5. Nú yà b́aláná, yà Pívíí lòwà gàà yèè.
A person who is in a difficult situation, he will beat a porcupine with his (bare) hand.
See 1 above.
6. Nú yà ɲée méní t́oonú là.
A person should hear laughter from the person who fell.
Wait for the person who is suffering before you show concern.
7. Síkpaítóóténé: Nú yà śéí pè t́oo t́éné.
Wise counselor: a person who sits (awhile) before he advises.
8. Síkpaígíí lè t́éébègàà zòogá, kéní t́éeyùwù.
The wiseman does not catch the big chicken, rather the small one.
(The small one will soon become large.)

9. Kùbùkòlò mí: Kòlòìkùbù yìè bàánì tódóí mí.
A kubu kolomi is a person who has his own skin, but eats that of his friends.
kùbùkòlò...the skin under your navel
10. Kówó: Kówó ká gàà wùkpùlù kówú.
Effort will reduce a large log into firewood.
11. Dá wélèzù fólóí và díé wélé Zélímaíva.
We say that looking at the sun will tell you when you will see (get to) Zelemai.
Plan ahead.
12. Vè èyèé lè zítíé ná, mèlé ñápó sélé.
Where your hands will not reach, don't hang your pot hook there.
ñápó...a hooked stick for removing pots from the fire
13. Zíílóó yà kóí kééní tóó pónèè.
Patience was what the leopard did while he received his spot.
Haste makes waste.
14. Síyígíí nèpé lè wóíni guí òòwùlómá fáyí mèlè wúló má.
Any termite (bug-a-bug) that doesn't want to grow grass should not grow mushrooms.
If you don't want to get burned, don't play with fire.
15. Zíímayé lè gàà téénáí mià.
Pleasure is not (only) to eat chicken eggs.
Material pleasures are not all there is to life.
16. Vé sókóí yà sáyá nà lè pónèí nàí.
Where the guinea fowl hides there will not be any signs of her presence.

17. Yà bó nà gàà yà mí pótégàì mélé wóló éyàkàlà.

If you say you are going to eat, the rice (mixed with soup) shouldn't be finished in your area of the plate.

Be prepared.

18. Tótóòmìtótómí: Nú yà lóòmí ná tótómí wólóò yà gàà tíí (sèlìì).

If someone eats your bottom, eat his own.

An eye for an eye, a tooth for a tooth.

19. Síbìsòkà: gflèì zèì, yá wóózàvè tóógàvà.

A dog sitting is taller than one standing.

Superficial appearances can be deceiving.

20. Másábèlìì gààlè vélélàmaàgè.

There are many ways to set the chief's trap.

There is more than one way to skin a mule.

2. GRAMMAR, EXERCISES AND CULTURAL NOTES

2.1 Cultural Note: Proverbs

If you really want to understand Lorma and begin to fathom the complexities of Lorma philosophy, then you should take up the study of proverbs. Most proverbs are simple enough in what they say, but upon further analysis you will see that there is much more to it. This is the essence of Proverb #4. Some proverbs are definitions (e.g., #7 and #19) while others are short observations.

You will no doubt find that the real meaning of the proverb is not always immediately clear, but it can be uncovered with a little work. Ask your tutor or friend to give several examples to which the proverb would apply, for the real fun in knowing proverbs is being able to apply them in conversation in the appropriate contexts. This you can do, even if the conversation is not in Lorma.

Because the comprehension of these proverbs requires a real knowledge of the culture in which they are embedded, you will find that an investigation of proverbs will lead you to a deeper understanding and appreciation of what it means to be Lorma.

3. SUGGESTIONS FOR LEARNER INITIATED STUDY

This is the last unit in the textbook and the work you are to do here is review. Below is a list of things you should do toward this end.

3.1 Grammatical Points

Each lesson has contained a set of grammatical points as well as exercises. For your convenience and easy reference, these grammatical points have been brought together in a reference grammar in the companion volume to this book Lorma: A Reference Handbook by David J. Dwyer. At this point, you should go through the reference grammar point by point, though not necessarily all at once, to make sure you understand all the points therein. If you are unfamiliar with some of the points or unsure of their usage, you can do any or all of the following things to remedy this problem.

- A) Return to the lesson in which the point was given in detail and rerun the exercises.
- B) Search through the monologs and dialogs for examples of the point.
- C) With the help of your tutor, try to apply the point by constructing new sentences in which it is found. Make sure that your tutor says that what you produce is good Lorma.
- D) Ask your tutor to provide examples of the point for you. This exercise will improve your comprehension.
- E) Translation Drills. Give the tutor English sentences to put into Lorma. Listen to see whether the point is there or not or whether it has been expressed in a different way.

3.2 Vocabulary Review

Vocabulary is best learned in context so that the best way to be sure you know a word and how to use it to express a concept is to use it

in sentences. The dictionary in the companion volume contains a listing of those words which have been introduced in this book and represent what we feel to be the minimal basic vocabulary of a language user.

The following activities are suggested for your review of the vocabulary.

- A) Relisten to all of the dialogs and monologs presented in this book as well as the compositions you have written and the stories you have elicited.
- B) Review all of the vocabulary items listed in the summary vocabulary lists. A full listing is given in the Reference Handbook. If you have been making flash cards, they should already be available. This exercise is best done with your tutor. There are several possibilities.
 1. Tutor with stack of vocabulary cards randomly sorted says the key word in Lorma. Learner then identifies it, and gives one, two, or three different sentences with the word in it. (Tutor may wish to add new usages at this point which learner should write on the language card.)
 2. If the learner does not identify it correctly, the tutor should say the Lorma sentences on the card for the learner to translate. Such cards are then returned to the pile for drill 1.
 3. Tutor holds up two cards, noun and verb, verb and postposition or any two words. Learner must create one sentence containing the two words.
 4. Upon successful completion of drills 1 through 3, the same process can be repeated, this time going from English to Lorma. That is, the tutor holds up the English or pictorial equivalent to a Lorma word and uses it in a sentence.
 Note: Pronouns are not easily drilled in this way; rather, they should be drilled using grammatical exercises (set A above).

3.3 Suggestions for Continued Study

At this point, you have encountered all of the major grammatical points in the language and should find little in your future study of Lorma that will surprise you. What remains for you to do is the following:

A) Vocabulary

Continue to enlarge your vocabulary by moving into new topical areas. This is best done by asking your tutor to tell you in Lorma about things in your community that you wish to know. What is done at the time of death? What are the times for celebration? What is Monrovia like? What is the history of your town? Where did the Lorma people come from, who did they meet? What are some new folktales? The one topic to avoid is the Poro society. You can learn more than you really need to know in John Gay's Red Dust on the Green Leaves.

B) Comprehension

You can also continue to enlarge your ability to comprehend sentences and your vocabulary size by subscribing to the Lorma Dowa Wolo (Lorma weekly paper, literally book), published by the Lorma Literacy Bureau, Wozi (the Methodist Mission), Liberia, at a modest price (back issues are also available). While their writing system is a bit different from ours, it is quite easy to adjust to. In your study of new texts, you should make every effort to understand not only the meaning of the sentence, but the role of each word in the sentence as well.

C) Listening Ability

The above tasks should also serve to increase your listening comprehension skills. In addition you should continue to carry out the activities specifically designed for listening development throughout this course. These are collected below in a single listing.

1. Sit and listen.
2. Participant observer.
3. Listen to tapes of written conversation
4. Listen with your tutor to tapes of speeches, conversations.
5. Collect proverbs.

D) Speaking Ability

A number of exercises have been suggested throughout this book. By now what needs to be done ought to be obvious if not automatic. Below are some suggestions.

1. Ask.
2. Ask and write down.
3. Write down and ask later.
4. Lorma Day.
5. Controlled context.

Wóí è zàà väämá tííkàná !